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# AURORA

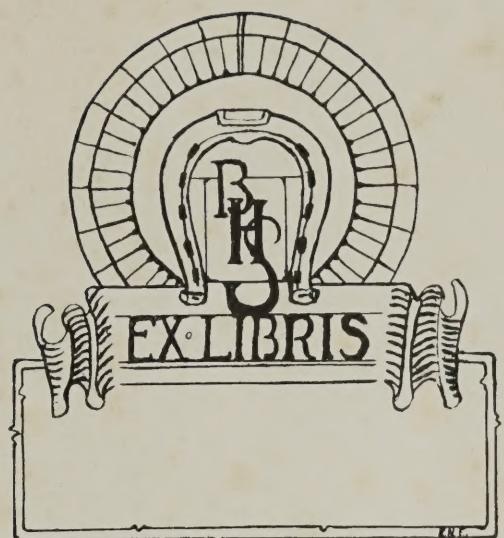


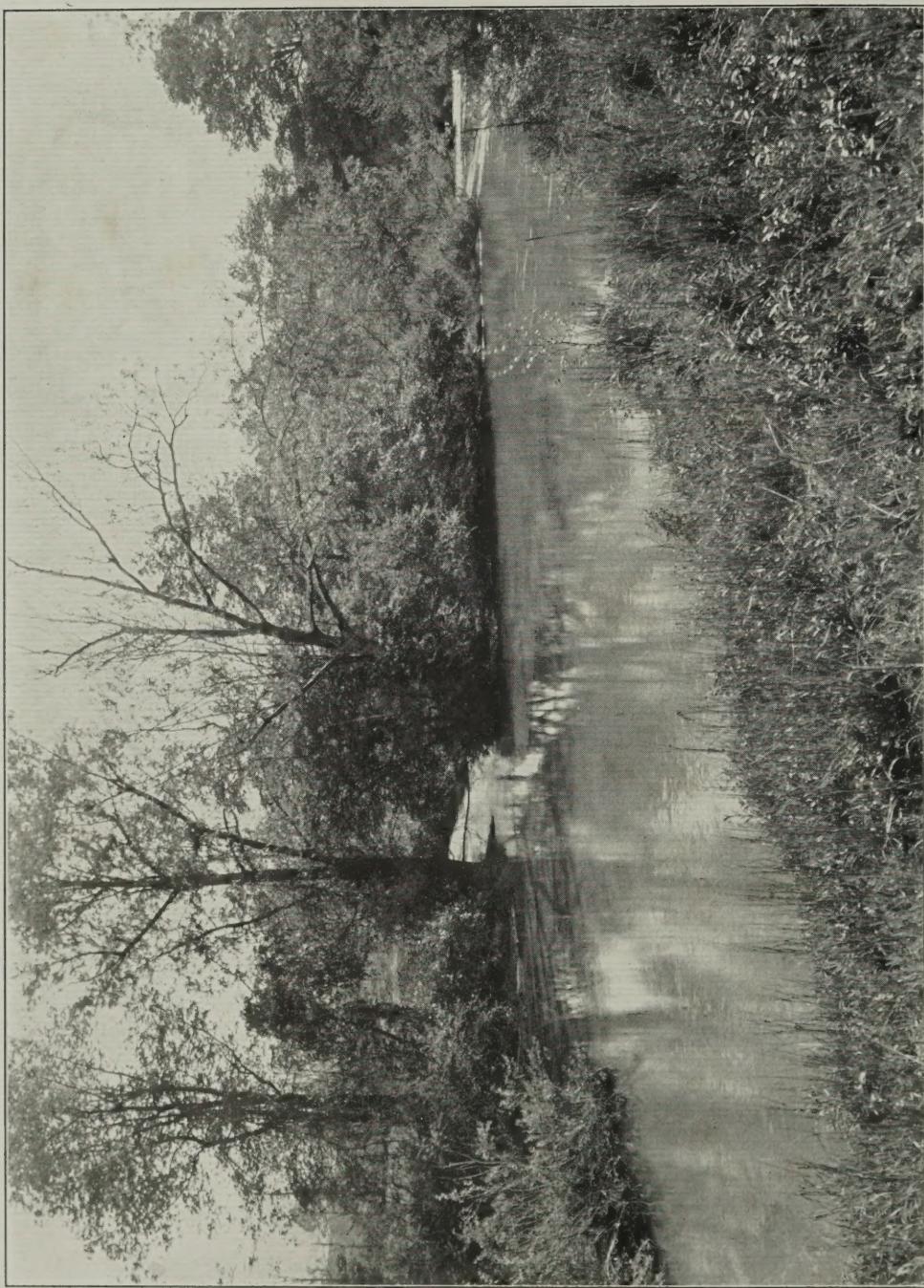
1928











19 - AURORA - 28

PUBLISHED BY  
THE SENIOR CLASS

— of —

Bridgewater High School



Volume VI

MASSANUTTEN REGIONAL LIBRARY  
Harrisonburg, VA 22801

## Foreword

To the readers of this volume we would like to say that much time and effort has been contributed, to better lay before your eyes some idea of our school, what she does and how well she has succeeded. Before we leave we would like to know that at least an effort has been made to give others a chance to appreciate it.



We respectfully dedicate this book to  
MISS MARY F. HINEGARDNER  
as a slight measure of our esteem for  
her and appreciation of her fidelity to  
duty and her self-sacrificing service to  
the little folk of this school.

## Aim

We, the Senior Class have as our aim, the perpetuation of the high ideals which our school has maintained ever since its beginning. This Annual is a symbol of the appreciation we have for it, and by publishing it, we hope to show what place Bridgewater High has in our hearts.

The great effort she makes to prepare us in the right way we should be prepared, deserves all, and more of the loyalty we try to give her.

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STAFF

# Aurora Staff

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*Faculty Adviser*

JACK GOOD  
*Editor-in-Chief*

DOROTHY MILLER  
*Associate Editor*

JOSEPH CRAUN  
*Business Manager*

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MILDRED GARBER  
MARGARET SPITLER  
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RUDOLPH GLADWELL } *Circulation Managers*

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KATHERINE MILLER } ..... *Senior Editors*

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JOHN BOWERS } ..... *Art Editors*

JOHN S. FLORY ..... *Photograph Editor*

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ROBERT FLORY } ..... *Athletic Editors*

MARY TODD ..... *Activity Editor*

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RACHEL FUNK } ..... *Junior Editors*

HUBERT ECKARD  
JEAN DIXON } ..... *Sophomore Editors*

WILMA MOYERS  
FOREST SHAVER } ..... *Freshman Editors*



## School Board

The untiring efforts and aid of these men has helped our school to attain the high place which it has today. We want to thank them and tell them how much their work has meant to us.



LINA E. SANGER

PRINCIPAL

Graduate Shenandoah Institute; student Valley Seminary; summer sessions, University of Chicago, University of Virginia, Columbia University; A. B. Bridgewater College; A. M. University of Pennsylvania; teacher public schools of Virginia, Mississippi, and Maryland; principal of Bridgewater High School; instructor Bridgewater College, Harrisonburg State Teachers College.



FACULTY

## Faculty

The great task of running our school has been so well and faithfully done that we cannot help but admire and praise the ones who have accomplished it—our faculty.

### MARVIN N. SUTER

Graduate Mt. Clinton High School; A. B. Hampden-Sidney; graduate student of University of Pennsylvania; instructor Alabama Military Institute; instructor Bridgewater High School.

### WILHELMINA CORNELIA CULLEN

Graduate New Market High School; summer normal at Winchester and Harrisonburg; Randolph-Macon Woman's College; instructor at Morrisville High School; Broadway High School; Bridgewater High School.

### MANOLA FLORENCE EVERS

Graduate Centerville High School; Bridgewater Academy; A. B. at Bridgewater College; University of Virginia Summer School; instructor at Hebron Seminary, Nokesville, Virginia; Bridgewater High School.

### FRANCES M. HUMBERT

Graduate Broadway High School; graduate Bridgewater College; instructor Bridgewater High School.

### GEORGE W. MILLER

Graduate Linville Edom High School; B. S. Virginia Polytechnic Institute; graduate student Cornell University; Smith Hughes agriculture instructor at Bridgewater High School.

### ANDRIENNE GOODWIN

Graduate Salem High School, Salem, Va.; teacher in Roanoke County Public Schools '19-'21; assistant principal Shawsville High School, Shawsville, Va., '22-'24; B. S. degree, State Teachers College, Harrisonburg, Va., '26; teacher of home economics, Friendsville High School, Friendsville, Md., '27; Critic teacher in home economics, Bridgewater High School '28.

### DALTON B. HOWARD

Graduate Wicomico High School, Salisbury, Md.; Assistant in chemistry, Blue Ridge College; graduate Bridgewater College, A. B.; instructor Bridgewater High School.

### MATTIE A. MILLER

Graduate Bridgewater High School; student Harrisonburg State Teachers College, summer session; teacher Briary Branch Graded School; teacher Bridgewater School; at present student Bridgewater College.



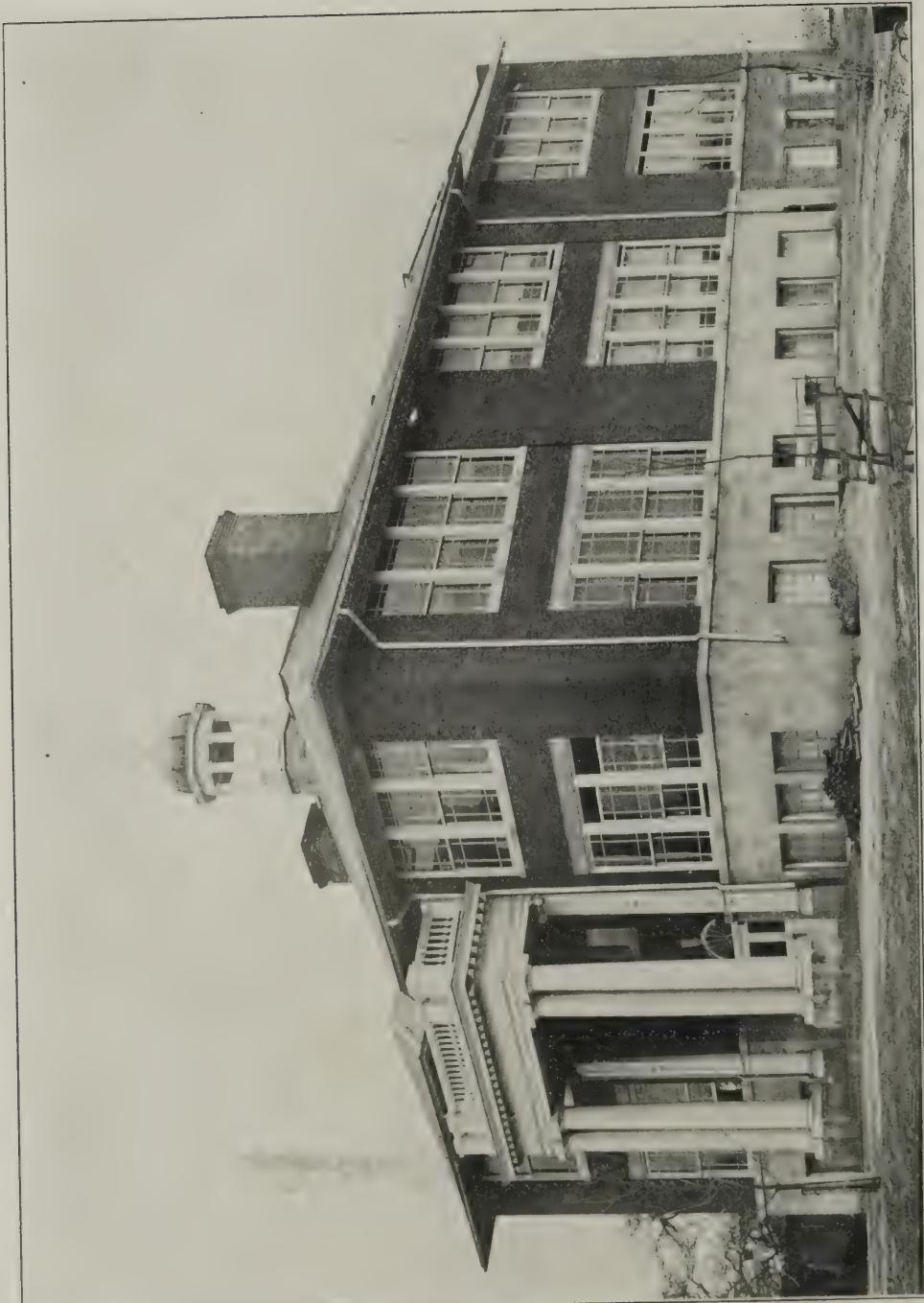
LIBRARY



SCHOOL HALL



## I. The School



HIGH SCHOOL.



PRINCIPAL'S OFFICE



SCIENCE LABORATORY



HOME ECONOMICS



AGRICULTURE



## II. Classes

# Class Day Program

Salutatory ..... JACK GOOD  
Piano Solo ..... MILDRED GARBER

## History

### Male Quartet

GRAYSON MILLER RAYMOND FRY  
EDGAR VIGAR GARLAND WRIGHT

## Prophecy

## Piano Duet

Recitation ..... WINONA WRIGHT

Will

ANDRA WRIGHT KATHERINE HOMAN  
ROBERT FLORY

## Music

## Valedictory Address ALICE CLAYTON



## Senior Organization

### MOTTO

*"Deeds, Not Words"*

### COLORS

Blue and Gold

### FLOWER

Laurel

### OFFICERS

RODNEY ANDREW .....	President
STANLEY CLINE .....	Vice-President
MILDRED GARBER .....	Secretary and Treasurer
MISS LINA E. SANGER.....	Honorary Member





RODNEY ALBERT ANDREW

"RODNEY"

B. H. S.; '28

Junior Farmers Club (2); Future Farmers of Virginia, Reporter (3); Class President (3) (4); School Council (3) (4); Class Baseball Team (4); Captain (3); Baseball team (3); Captain (4); Volley Ball Team (3); Monogram Club (3) (4); Basketball Manager (4); Leader of Wild Cats (4); Advertising Manager of AURORA.

*"He is jolly, good natured and true,  
And his, he is willing to do."*

Rodney entered upon his career at Bridgewater in the early part of the fall of 1925. He has made us an efficient President. He represents the spirit of jolly comradeship. He advocates fun, but does not permit it to assume the front of the stage. He is kindly disposed and consistent. In all things he is optimistic, especially in social affairs. He has a profound feeling for others. His smile, congeniality, cheerfulness, and reliability command respect and admiration.



MILDRED THERESA GARBER

"SNOOKS"

Historian (1); Tennis Club (1) (2) (3) (4); Adelaide Baylor Club (4); Secretary (3); Secretary and Treasurer of Class (3) (4); Captain of Volley Ball Team (3); Assistant Circulation Manager of AURORA.

*"As brimful of mischief and of glee,  
As ever a human form can be."*

Mildred's friends are many in number, and far and wide you can find them. If she has ever had a serious thought, we have not heard of it. We know that in whatever field she finds her calling, she will be a success, whether it is as a pianist—"for she sure can roll those keys"—as a designer for a fashion book—for we have seen marvelous designs of clothing on pretty flappers take shape from her pencil—or whether it is just to keep house for someone, for we know that she can cook and sew.

STANLEY BERNARD CLINE

"NICK"

'28

Vice-President of Class (3) (4); Vice-President of Future Farmers of Virginia (3); President (4); Member of Stock Judging Team (3); Volley Ball Team (3); Class Baseball Team (3) (4); Circulation Manager of AURORA.

*"A comrade blithe, and full of glee,  
Who dares to laugh out full and  
free."*

"Nick" did not come to work with us until his Junior year, but he has made for himself a place in our regiment that will remain firm and unchanged as long as we remember the class of '28—which we hope will be always. He has a little habit of interrupting the most serious class proceedings with that familiar chuckle. He does not have as much love for "English" (?) as one might expect, but he makes up for it in other things.



WINONA BLANCHE WRIGHT

"WINONA"

Librarian (3) (4); Glee Club (1).

*"There is nothing so kingly as kindness and nothing so royal as truth."*

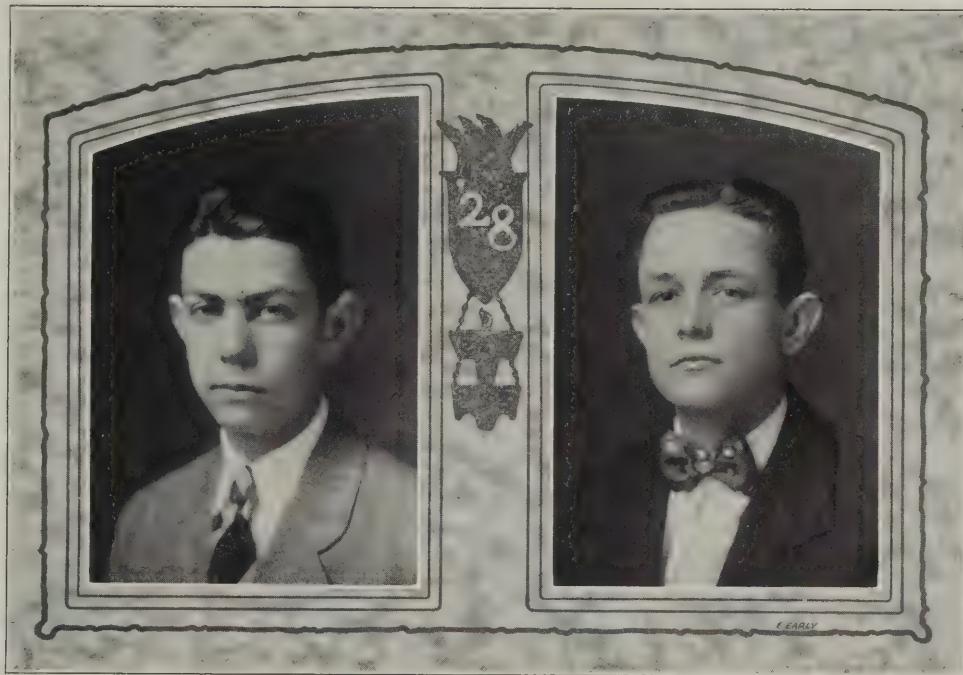
A demure gentlewoman of an attractive personality is Winona. She is a student who lives in thought—and she who thinks most lives most. Her characteristics seem to be dignity and indifference. She is sweet and has a cheerful disposition. She meets one with a searching look and friendly smile. She is firm in character, stable in disposition, and sound in thought. But when she isn't too busy she can slip in a little fun. She is especially fond of music. We all wish her happiness in her future life.

ETHEL FERN SOUTHARD

A. B. C. (3) (4); Class Volley Ball Team (3).

*"An open hearted maiden  
Pure and true."*

Fern joined us at the beginning of our Junior year. She is willing to be a friend whenever and wherever needed. She is of a jolly good nature and every one loves to hear her joyous laughter. She has ideas, and the courage to put them into operation if she needs them. Due to her sympathetic nature and readiness to do her duty she has won for herself a permanent place in the Class of '28.



JOHN SAMUEL FLORY, JR.

"JOHN S."

'28

Tennis Club (1) (2) (3) (4); Junior Farmers Club (1) (2); Class Basketball Team (1) (2) (4); Volley Ball Team (3); Basketball Team (4); Photograph Editor of AURORA.

*"Perfect in honor, true in creed  
A friend in thought, in work, in  
deed"*

A manner invariably dignified, yet full of jolly good nature, an air of reserve yet of absolute friendship and comradeship—that is John S. He performs every duty laid upon him. He is very fond of athletics, but the call to play has not detracted from his scholarship. He evidently believes that "The world's no better if we worry, Life's no longer if we hurry." We wish you success in the fullest measure in whatever you undertake.

DEWITT HOMER SHAVER

"DEWITT"

B. H. S.; '28

Tennis Club (1) (3) (4); Junior Farmers Club (1) (2); Basketball Team (3) (4); Tennis Champion (1) (3); Volley Ball Team (3); Monogram Club (3) (4); Captain Class Baseball Team (4); Class Basketball Team (4); Baseball Team (3) (4).

*"On their own merits,  
Modest men are dumb."*

If "two 'n one," is shoe polish, and "three 'n one," is oil, what is "four 'n one"? You will doubtless answer five, but your answer is incorrect. "Four 'n one" is "D," because he is a "four 'n one," man, viz: an athlete, a true sport, a gentleman, and a loyal class member. What more can be said?



MARY CLAY TODD

"MARY"

A. B. C. (3) (4); Secretary A. B. C. (3) Class Basketball (4); Activity Editor AURORA (4).

*"And her modest answer and graceful air,  
Show her wise and good as she is fair."*

Mary hails from Parnassus High, having come to us in her Junior year. Her unusual ability, coupled with the charm of true friendship, make her a classmate of whom we are all proud. She is a diligent student, with a quiet disposition. She is a wide awake partaker in athletics as well as class affairs. She is loyal to her class and school and sincere to her friends. We all love and are proud of Mary.

ENOLIA MARGARET SPITLER

"MARGARET"

A. B. C. (3) (4); Class Basketball Team (4); Assistant Circulation Manager of AURORA (4).

*"Attempt the end,  
Never have a doubt,  
Nothing is so hard,  
But search will find out."*

This dark-haired, dark-eyed maiden has brightened our ranks with her presence for four long years. Because of her attitude to others she has won a permanent place in the heart of each classmate. She is a good student and a faithful friend. The class of '28 drink to her success in any path she may choose to travel.



RAYMOND BENJAMIN FRY

"FROGGIE"

B. H. S.; '28

Junior Farmers Club (1) (2); Future Farmers of Virginia (3); Class Basketball Team (1); (4); Basketball Team (3) (4); Class Basketball Team (3) Captain (4).

*"Thinking is but an idle waste of thought."*

"Variety is the spice of life." We have it in our class. A good many of our members are quiet, but Raymond?—Although not habitually a "tardy," he has been known to stroll into class when the sun was a good bit higher overhead than it is at fifteen minutes 'till nine. It seems, from appearances, that Raymond is aspiring to be a second Jack Dempsey. He has been on the basketball team for two years, where he has aided B. H. S. in times of difficulty.

GRAYSON MILLER

"GRAYSON"

Junior Farmers Club (1) (2) Class Baseball (3); Class Basketball Team (4); Leader of Bear Cats (4); Advertising Manager AURORA (4).

*"Talking he knew not what and cared not why."*

Here is a boy of sterling qualities who is very popular with all of his classmates. He is smart, witty, and dependable. Such a trio of good traits. And don't let's forget the good looks (?). He is brave, good, true, and mischievous. He can be serious if the circumstance calls for it, but even then he makes his witty remarks "fit in." In the future we all picture him as a prominent movie star.



LENA VIRGINIA ADAMS

"LENA"

Adelaide Baylor Club (3) (4).

*"Never grumbles, never shirks,  
She is one who does her work."*

Here, kind readers, you have before you that blue-eyed lass from "Linville." She joined us in the Junior year. At that time a complete stranger, she has taken a place in our class that could be filled by no one else. She is very quiet and no matter when you look her way, you see her preparing to wrest from the faculty the grades that have put her on the honor roll. Lena, as a class we wish you all joy in the future.

VADA LEOLA CROUSHORN

"VADA"

Adelaide Baylor Club (3) (4).

*"Judge not woman by that which cometh from her lips,  
For silence is oft' times more eloquent than words."*

Although a bit quiet—"still water runs deep"—Vada is one of the fairest and squarest of all the girls in the Senior class. She is one of the pure, wholesome girls that one likes to meet and can never forget. She has enough wit and enough personality to make her interesting. In after years we are sure that we will find that she has accomplished something really worth while in life.



EDGAR WILLIAM VIGAR

"PACK"

Junior Farmers Club (2); Judging Team (2) (3); F. F. V. (3); Class Baseball (3) (4); Class Volley Ball (3); Class Basketball (4).

*"It's the songs you sing an' the smiles ye wear,  
That's a-makin' the sunshine everywhere."*

Pack is a quiet?? good natured fellow who refrains from all associations with the ladies?? He possesses the rare trait of being able to acquire knowledge without an apparent effort on his part to gain it. When necessary he will study, but he prefers something more exciting. Whatever he takes a deep interest in, you can rest assured that it will be well done. Since he has shown himself capable of performing his tasks here we rest assured that his life will be a success.

GARLAND MILLER WRIGHT

"GARLAND"

Vice-President Class (2); F. F. V. (3) (4); Reporter F. F. V. (4).

*"Not too serious, not too gay;  
But altogether a jolly good fellow."*

Although the youngest in his class he has a mind that reaches far ahead of his age. He is kind, generous, good natured, and always ready to serve. He is known by his characteristic smile and deep bass voice. During his high school life he has distinguished himself socially as well as intellectually. We are all sure that his smile, ability, and knowledge will place him where he belongs in the business world.



ANNA BARBARA HESS

"ANNA"

Glee Club (1); Adelaide Baylor Club (3)  
(4); Class Basketball Team (4).

*"A quiet mind is nobler than a  
frown."*

Ann is another "quiet one." She goes about her various tasks in her unassuming way, with never a complaint. She, too, has taken a place with us that could not be filled by another. We do not know what she will do when she has left us, but we know that her steady ways will help her to win success.

MYRTLE MARIE WILL

"WILLS"

Basketball Team (3); A. B. C. (3) (4);  
Class Volley Ball Team (3); Basketball  
Manager (4); Class Basketball Team (4).

*"Tiny, athletic, and strong,  
Love me little, love me long."*

We are now ready to believe that "precious things come in small packages." How could we believe otherwise when she is so small and yet so great? Her smiling countenance and easy manners have won for her the highest esteem of every one. She is very studious, but enjoys all leisure moments. Playing basketball is one of her greatest accomplishments. From her excellent playing of basketball every one knows "Wills." Luck to you, Marie, in anything you may undertake.



JOHN MARSHALL BOWERS

"JOHN"

Tennis Club (1) (2) (3) (4); Junior Farmers Club (3) (4); Future Farmers of Virginia (3) (4); Class Baseball (2) (3) (4); Art Editor of AURORA.

*"A person's sincerity is to be valued above all other virtues."*

John Bowers? Do I know him?—Well, yes. Description? Height, medium; weight, medium; strength, medium; sociableness, medium; scholarship, medium. That's John! But when he gets the spirit of the thing, then you can expect to find something doing! He is very much interested in agriculture and is considering a course at V. P. I. John, we wish you much success and a chance at the best methods and a cook, on your farm in the future.

RUDOLPH GLADWELL

"RUDY"

B. H. S.; '28

Junior Farmers Club '24 (1); Baseball Team (1) (2) (3) (4); Monogram Club (2) (3) (4); Class Baseball Team (3) (4); Basketball Team (3); Captain (4); Class Basketball Team (4); Assistant Circulation Manager of AURORA.

*"Plays the game and knows the limit, Yet he gets all there is in it."*

Kipling thinks that real greatness lies in giving fortune and disaster the same reception. This fits Rudy, for as captain of our basketball team he accepted defeat as a man and when good fortune came our way, he rejoiced, but not in his merits, nor the weakness of the opposers, but in the good game played. He has helped B. H. S. to win many victories in baseball during his school career, too. He has really won his diploma and has thus passed life's third base. We all know, however, that he won't risk a slide in home, but will get there on both feet as he has done here.



LEE EVELYN VIRGINIA  
MONGER

"EVELYN"

A. B. C. (3) (4); Class Volley Ball Team (3).

*"Laugh and the world laughs with you,  
Weep and you weep alone."*

This admirable lass has only been with us two years. She came to us after two years of work at Mt. Crawford High. She always goes about with a bright, sunshiny smile and has a cheery "Hello" for every one she meets. She is a friend worth having, and in time of trouble her sympathy never fails. What is wrong with Evelyn? She is all right.

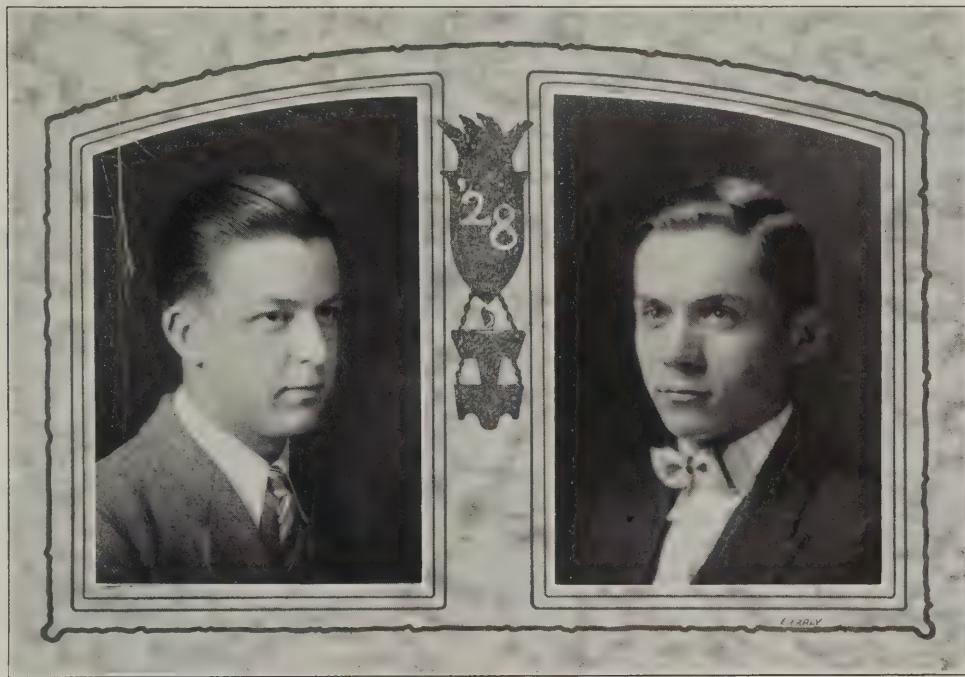
KATHERINE VIRGINIA  
MILLER

"VALENTINE"

Glee Club (1); Tennis Club (2) (3); Class Basketball (1); A. B. C. (3) (4); Class Volley Ball Team (3); Debating Team (3); Senior Editor AURORA (4); Member of Champion Debating Team (3).

*"For even though vanquished she could argue still."*

A serious, diligent, and thorough student is Katherine. She is never too busy to think of others. All through her school life she has carried a full program of studies, which have enabled her to come out with her "A's" and "B's." She has a broad smile that expresses her fairmindedness and "keen" appreciation of the deeper motives of life. We feel sure her good influence will be felt wherever she may go.



JOHN NEWTON SIMMERS, JR.

"JOHNNIE"

Junior Farmers Club (1) (2); F. F. V. (3); Class Baseball Team (3); Captain Volley Ball (3); Leader of Bear Cats (4).

*"You've heard the song 'bout ginger an' pep—*

*Here's a boy that sees that it is surely kept."*

A charming little smile with a tiny twist to it—the kind you read about has Johnnie. He is famed for seeing the humorous side of things at the wrong time and makes the room ring with laughter. He can apparently be serious if the occasion calls for it. In fact, he is a good all round fellow. We are all proud to claim him in the class of '28 and our best wishes follow him through life.

ELMER NEWTON EARLY

"ELMER"

B. H. S.; '28

Junior Farmers Club (2); Future Farmers of Virginia (3); Volley Ball Team (3); Class Baseball (3) (4); Baseball (3) (4); Art Editor of AURORA.

*"He is modest, he is shy,"*  
*But there's mischief in his eye."*

Here's another "quiet one," but he represents a goodly portion of the gray matter of our class. He has been a good student and has, by his honest efforts, been able to hold down his usual A's and B's. He is a fine English student and can conjugate the most irregular verbs in the most regular manner. He has been a true student, a good friend, and a loyal member of the class of '28.



ANDRA MARIE WRIGHT

"ANDRA"

Tennis Club (3) (4); A. B. C. (3) (4); Vice-President A. B. C. (3); Volley Ball Team (3).

*"Original wit, a heart of gold,  
A head to fit, are hers—we're told."*

Andra is the happy-go-lucky girl of our class. Good humor and Andra are synonymous terms. Nothing has ever been known to daunt her and she will be found trying anything just for the experience. Her bright, cheerful disposition and live, energetic manner have given her a free passport into the hearts of her classmates. No one could be unhappy around her, and that is probably the reason she has so many friends.

PEARL EDITH PAINTER

"PEARL"

A. B. C. (3) (4).

*"She delights to serve those about  
her and make them happy  
and content."*

Pearl has a gentle disposition and an understanding heart, which makes one feel that she is an unfailing friend. She is dominated by principles of the highest degree in everything she does; this and her sound judgment has led us to believe that she is a guiding hand in times of indecision. We all know that she will make for herself a host of friends wherever she may go.



STUART LEVI MILLER

"STUART"

Tennis Club (1) (2) (3); Junior Farmers Club (1) (2); Volley Ball Manager (4).

*"A man's a man for a' that."*

Stuart has spent his entire high school life at Bridgewater. He has a pleasant smile for every one and is always willing to help in anything. He takes his school work seriously but enjoys having fun. His outstanding characteristics are: his slowness to anger, his good nature, and his loyalty as a friend. We do not know what he expects to do after graduation, but we know he will find success in whatever path he chooses to tread.

JACK EHRMIN GOOD

"JACK"

'28

Class President (1); Tennis Club (1) (2) (3); Class Basketball Team (1) (3); B. H. S. Reader (1); Champion State Reader Class B (3); Editor-in-Chief of the AURORA.

*"Late for breakfast, late for chapel,  
Late for classes too—  
But if we want to play a joke,  
We'll say that Jack will do."*

If desires were as easily granted as made, we would probably all hurry and wish for Jack's "luck." He is one of the few people who seemingly absorb pages full of print without opening a book. He has done this notwithstanding he is editor-in-chief of our annual, and is out for basketball and baseball. We are sure that wherever he goes, he will be a credit to Bridgewater High and the class of '28.



EVELYN VIRGINIA SANDY

*“EVELYN”*

Assistant Librarian (3).

*“A smile for all, a welcome glad,  
Serious, diligent, and seldom sad.”*

A girl of sweet disposition and sound judgment is Evelyn. Her pleasant smile will cause any one to forget his troubles. She makes good grades, especially in arithmetic. By her geniality and kindness she has gathered a circle of friends. Although we do not know what she is going to do, we feel sure that because of her “stick-to-it-ive-ness” she will make a success of her career.

ELLA ALICE CLAYTOR

*“ALICE”*

Debating Team (3); Assistant Librarian (3); Librarian (4); Class Basketball Team (4); Senior Editor of *AURORA*.

*“An air of good humor  
surrounds her.”*

Dreamy eyes, seemingly scanning the blackboard, making you think, “What is she thinking about?” However, Alice is always living very much in the present and is getting things done. In horror and with open mouth we hear her tell about the complexities of carrying two subjects in one period. However, in spite of this difficulty and the fact that she is doing much other work, she is coming out very close to the top of the class.



ROBERT MIKESELL FLORY

"BOBBY"

B. H. S.; '28

Tennis Club (1) (2) (3); Manager (4); Junior Farmers Club (1) (2); Volley Ball Team (3); Class Basketball team (4) Basketball team (4); Athletic Editor of *AURORA*.

*"For he is a jolly good fellow,  
Which nobody can deny."*

Bobby is one of the merriest of them all—rarely, if ever, losing his temper. In basket ball he has been one of our best players and a good fighter in all the games.

Here's hoping ne will carry with him into his profession the co-operation and cheerfulness he has shown while treading the slippery path that leads to the diploma.

HAROLD JAMES MICHAEL

"HAROLD"

Tennis Club (3).

*"We learn to do by doing."*

Harold is a boy whom any one would be proud to call his friend. He hailed to us in his Junior year from Parnassus. He always greets one with a smile. During his two years here he has acquired many friends through his sincerity and honesty. We all depend on him to succeed in life as well as his school life here. Here is to your future, Harold, and may your outlook be as bright and cheerful as your past has been.



DOROTHY MILLER

"DOROTHY"

Secretary and Treasurer Class (1); Tennis Club (1) (2) (3) (4); Glee Club (1); Winner Girls Tennis Cup (2); Class poem (2); A. B. C. (3) (4); Member Debating Team (3); Class Volley Ball Team (3); President A. B. C. (4); Captain Class Basketball Team (4); Associate Editor AURORA (4); Librarian (4); Assistant Leader Wild Cats (4).

*"Duty is the pathway to glory."*

Mix a quart of hard work; a half pint of weary hours spent in other folk's troubles; a pint of time consumed in making out social functions successfully; a gill of hours spent in basketball practice; season with a smile, a nod of greeting, a kind word or two—and you have Dorothy.

JOSEPH HAROLD CRAUN

"JOE"

B. H. S.; '28

Junior Farmers Club (1); Secretary (2); Class Basketball Team (1) (3) (4); Judging Team (1) (2) (3); Class President (2); Member of Student Council (2) (3) (4); Vice-President Junior League (3) President (4); Future Farmers of Virginia (3); Volley Ball Team (3); Manager of Country Gentleman Campaign (4); Business Manager of AURORA.

*"We can live without money, without friends or books,  
But civilized man cannot live without cooks."*

If you want to get some idea of what Joe has meant to the school during his High School life, and what his classmates think of him, we just refer you to the list of honors above. We don't understand how the school will get along without him in the coming years.



KATHERINE LOUISE MONGER

"KATHERINE"

A. B. C. (3) (4).

*"It's nice to be natural,*

*If you're naturally nice."*

Katherine has won for herself a permanent place in the heart of each member of the class. She is admired for her social ability, her knowledge of the happenings of the day, and her friendly manner. She is quiet and reserved, yet those who know her have found her to be witty and gay with the understanding that is the foundation of true friendship.

GLADYS ELIZABETH MILLER

"GLADYS"

Class Basketball Team (1); Secretary and Treasurer Class (2); Class Historian (3); A. B. C. (4); Tennis Club (3); Class Volley Ball (3); Reporter A. B. C. (4); Circulation Manager AURORA (4).

*"A face with gladness overspread,  
Soft smiles by human kindness  
bred."*

To know Gladys is to love her. She is the possessor of many winsome qualities that compel admiration and respect. Her sunny disposition has been an inspiration to those who have found themselves "blue," for she never complains. She is a conscientious student and yet she finds time for others. The love and admiration of the class of '28 follow her wherever she may go.



EMMA KATHERINE HOMAN

"KATHERINE"

Class Basketball Team (4); Captain (1); Tennis Club (2) (3); Class Volley Ball Team (3); Adelaide Baylor Club (3); Secretary (4); Athletic Editor of AURORA.

*"Why take life too seriously?  
You'll never get out of it alive."*

Whenever you hear a merry laugh, ringing out across the room, and then you hear somebody say, "I'm goinna help ya!"—you may be sure that it is Katherine Homan. She is jolly and good natured, but back of it all is a seriousness that a good many of us would do well to have. She says that she is going to take teacher training at H. T. C., but whether she will finish that, or NOT, remains to be seen.

MEDA BLANCHE COOK

"MEDA"

Class Basketball Team (4).

*"As welcome as sunshine in every  
place,  
So the beaming approval of a good-  
natured face."*

We all remember the old adage, "Last, but not least." This just suits Meda; for she was the only new member in our ranks this year. Although with us such a short while she has made herself known. You just have to laugh when you're out with her because her own is so contagious. We feel sure that so optimistic a person will find in life that, "She who laughs well must surely do well."



LANIE MAGDALENE LONG

"LANIE"

Adelaide Baylor Club (3) (4); Class Volley Ball Team (3); Class Basketball Team (4).

*"Though she hasn't much to say,  
She's a friend in every way."*

Lanie; some synonyms: quiet, modest, sunny, unassuming. She has the soft brown eyes and gentle manner of a Puritan maid. "Sure, and it's a fine housewife she would make, for it's sew she can and cook divinely." The more we learn of Lanie, the better we like her, but she is the kind of a girl who does not reveal her whole self to the casual observer or passerby. All of us have learned to admire her reserve and calm dignity.

EDITH REBECCA GARST

"EDYTHE"

Vice-President of Class (1); Tennis Club (1) (2) (3) (4); Historian (2) Volley Ball Team (3); Adelaide Baylor Club (3) (4); Secretary of Junior League (4).

*"Disguise it as you will,  
To right or wrong,  
'Tis fashion leads us still."*

"Never do anything today that you can put off until tomorrow," is Edith's motto, and she lives up to it bravely, until someone discovers and reveals a road to a good time. Then she switches over to, "Act—act, in the living present." It seems that study is her only horror. We believe that she is going to graduate from H. T. C., but fate will some time enlighten us as to whether she will teach, or follow other times.



RUTH VIRGINIA KIRACOFE

"RUTH"

B. H. S.

Basketball Team (3) (4); Adelaide Baylor Club (3) (4); Class Basketball Team (4); Literary Editor of AURORA.

*"A handful of common sense,  
Is worth a lot of learning."*

Full of fun? Yes, but you don't find it out till you've known her a long time. Genuine? Yes, and you know that the minute you look at her. Lovable? Yes, and she has a host of loyal friends. Could a person be more? Yes, Ruth is. She has served B. H. S. well by her work as a guard. But this athletic indulgence has not kept her from being on the honor roll. Be as successful in the future as you have been in school, and fulfill our hopes for you.

ADA MARGARET KIRACOFE

"ADA"

B. H. S.

Basketball Team (3) (4); Adelaide Baylor Club (3) (4); Class Basketball Team (4); Assistant Circulation Manager of AURORA.

*"Not too sober—not too gay,  
But a good, true friend in every  
way."*

This "twenty-eighter" came to be adopted into our school family during the third year of its existence, after having spent the first two years of her high school life at Briary Branch. She is jolly, but has a sense of responsibility that holds her to her tasks until they are finished. We have found that to be in her presence is a positive cure for the "blues." She is a good scholar, but not that alone, for she has won a place on the basketball team. Ada, our regret lies in not having known you longer.

## The Knights of '28

Four years ago, in changeful autumn,  
When the leaves were falling nigh;  
A lot of eager boys and girls,  
Entered knighthood at Bridgewater High.

Some thought the course too hard,  
And dropped out one by one  
Until now only forty-one knights,  
The four year course have done.

Little efforts work great actions;  
Lessons in our knighthood taught,  
Would the spirit to that temper  
Where the noblest deeds are wrought.

Cherish then the gifts of knighthood;  
Use them gently, guard them well,  
For their future growth and greatness  
Who can measure—who can tell?

—ALICE CLAYTOR.

## History of the Class of '28



IT WAS a bright sunshiny day, September 8, 1924. There were many people gathered at the school house door for the Queen had sent a proclamation throughout the realm that if any knight or lady wished to win a Golden Horseshoe, he could enter the contest.

Thirty-five knights and ladies were assembled in the room of the "Order of Freshman." The Queen's Maid made known to us the particulars of the race and we set out to win the prize.

There were three degrees of knighthood to be attained by hard work. We were already, Knights Freshmen.

The Queen was surprised and delighted to find that so many of her subjects wished to compete for the prize.

There was such a large group, that we felt the need of an organization. We elected a leader and other minor officers.

For our colors we chose blue and gold. For our flower, mountain laurel. We also felt that we must have a motto and we selected one of which any knight might be proud, "Deeds, not words."

In this contest we met many giants as we had been told that we would. It was very hard to overcome them, but before us always was the vision of the Golden Horseshoe.

The first giant that we met was Giant Impatience and truly he gave us a hard fight. There were other knights and ladies on all sides who profaned the air with cries of, Rats! Rats! But though we were sorely tried at times, we managed to refrain from battling with these knights because this was one of the rules of the contest.

Another giant that we met was Giant Classes. He was a giant who had various degrees of influence on people. Now there were in this order some knights who never feared Giant Classes and who went right ahead with their work and drew near to the prize.

But among these knights were a large number who did fear this giant. Most of these, however, overcame him in time, but a few found the battle too taxing to their strength. These informed the Queen that they would cease their efforts, and sorrowfully withdrew.

Giant Laziness next came into play. And now, instead of us being victorious, this giant got a grip on us.

At length, Giant Exams came on the scene. We immediately awaked and overthrew Giant Laziness. After winning over Giant Exams, we became Knights Sophomores.

We at last had come into a position where we need not bear the name of Rats any longer, but could inflict this trying ordeal on others.

We started this year with gusto, but before long we met up with Giant Never Study. There then ensued a struggle, the like of which we knights had never be-

fore engaged in. Some were goaded on to success by the teachers but others fled and these have been near the bottom ever since.

During this period a number of our knights distinguished themselves. Almost the smallest of our number played second base on the second baseball team. Other members represented the school on the stock judging team. Another member won the tennis cup.

In this year we conducted a rather notable literary society and greatly astonished some of our more, "worldly wise," friends by our unusual ability.

Giant Exams again accosted us but we knew better how to tackle him than we had previously and we found ourselves Knights Juniors.

The vision of the Golden Horseshoe was still before us but we felt that now it drew steadily nearer.

In the course of this year, our class grew more and more important. Several of our knights were members of the School Council. Others were officers of the Junior League. Several made the basketball and baseball teams. The boys won the inter-class volleyball games. We again had members on the stock judging team.

We did not have a literary society in this year but we were still literarily inclined and sent a representative for reading and three for debating, to the University.

We occasionally met up with the giants but we were not so agitated by them now as we had been before.

Giant Exams of course met us again and after that we were Knights Seniors. We were looked up to by other classes, but we tryed not to act overbearing as the previous Seniors had and we associated freely with underclassmen in hopes that they would profit by the association.

This year we had even more distinguished knights and ladies; members of the School Council; President of the Junior League; Baseball Captain; Baseball Manager; members of Baseball team; Basketball Captain (boys) Basketball Manager (boys and girls); most of the basketball team; debaters, readers, stock-judging team, inter-class Basketball, and Baseball champions, AURORA Staff—Volleyball Manager—

Our Queen was delighted. She was proud of us and did she not have reason to be?

At last we came to commencement. We were happy, for the Golden Horseshoe was ours at last. Appropriate exercises accompanied the presentation of the prize.

However, we knights and ladies, have a feeling of deepest regret that we must part and go our various ways. But in years to come, even though we may be widely separated we will think of one another and be glad that we took advantage of the Queens proclamation and fought our way to success.



SHINING LIGHTS

# Valedictory

*"Deeds not Words"*



EAR Classmates: Our High School days are drawing to a close. This may be the last time we assemble together in this manner. We have spent four happy and beneficial years together, friendships have been established that may never die. The sadness of parting comes when we realize that friendship between students will be over. Yet, there is a bright side, for we realize that our associations here have made us stronger.

After this our paths must divide; some of us may go on and get a higher education, and some of us may not. What ever we do, dear classmates, let us not forget that success in life is attained through deeds and not words.

The rapid development of our country has been accomplished by the deeds of our noble citizens.

Pasteur, when he made his many scientific discoveries, including the germ theory of diseases, preventions and cure of infectious diseases of plants, animals, and man, and the causes as well as the cure of Hydrophobia, he did not make them by talking but by a long and tedious series of experiments. It has been said that by his accomplishments "He saved more lives than Napoleon took in all his wars."

The discovery of the fact that malaria fever is caused by the bite of the Anopheles mosquito rather than foul air was the result of a series of dangerous experiments.

Abraham Lincoln, one of our greatest presidents, did not stop when he failed in acquiring a place in the State Legislature, but instead he plunged onward. Finally he was elected President of the United States. During his administration the Civil War was raging and he had many problems to face. Because of his unfailing work and deeds he brought our country through this great crisis. When he delivered the famous Gettysburg Address he said, "The world will little note, nor long remember what we say here, but, it can never forget what they did here."

The high merit that is ascribed to Moses, Plato, and Milton is because of what each did for the world. The same holds true with Emerson and Shakespeare. Emerson said, "A man is relieved and gay when he has put his heart into his work and done his best; but what he has said or done otherwise, shall give him no peace."

These years at Bridgewater High School have been years of training and preparation for our future life. They have been years of inspiration and vision. Old worlds have changed and new ones are forming. We are now better fitted to guide those who will look forward to us for leadership and are more able to lead them to a fuller and more complete life. The world is now lying before us: opportunities will not be wanting.

Fellow students, we have enjoyed your comradship. We feel that we have been benefited by your presence. We shall never forget you and wish you success in every phase of life.

To the faculty we extend our appreciation for the many things you have done for us. We feel that we do not yet fully appreciate the many things you have sacrificed for us. You have lead us to realize the importance of a higher education. You have opened the door of knowledge for us and it is left to us to make the best of it. We must now bid farewell to you as teachers but we shall never bid farewell to you as friends.

Now, dear classmates, we must part and there is joy in it for we are now more able to meet the complexities that may confront us. We must press forward with indomitable courage into what ever situation we may be placed, remembering that the only way to obtain success is by doing things worth while.

May we all hold our motto, "Deeds not words" as the dearest possession of our hearts, and always remember that it is deeds not words that count.

—ALICE CLAYTOR.

## Salutatory

### SUCCESS



RIENDS, parents, and strangers; it is with great pleasure that this Class of '28 welcomes you to this program, but a secret regret lingers in our hearts, for we have come to the parting of the ways.

We see two ways before us, one a ladder leading up into the bright realms of success and another descending into the dark chasms of failure. We hesitate, for we know not how to start. Our hearts tell us which way we must take, but we hesitate to start.

We begin the climb, and notice the three first rungs of our ladder are ambition, courage and perseverance. They are good, solid rungs, and if our foothold is secure on these, we need have no fear of falling into the abyss beneath us. Yet we pause at the foot of our ladder and wonder if we really know our aim. What is success? we ask ourselves. Is it the accumulation of riches? Is it the power we have, or the position we hold? No, it is more than these, it is also the manner in which we ascend our ladder. This is the foundation of our success.

Success is not gained in a day, nor by accident. We must climb each rung of the ladder surely and carefully, with a fixety of purpose that will keep us going straight.

Our place in the world is not prepared and waiting for us, we must make and win it.

When we start, it may be best to set our first goal only part way up the ladder, but when we attain this goal do not stop there, but keep going higher, until we finally reach the top of the ladder and realize that at last our place is one of safety and in no danger of being washed away by the flood of the world.

We have reached our first goal and sit in the sun of our own justifiable pride in ourselves. But this is not the end, and whether we really gain success finally, or merely sit in the light of our false thoughts and bask in the sun of our own egotism, midway on the ladder, is for us to decide.

So it is with regret, and yet great expectations that we say good-bye to our school and each other and go forth to try ourselves on the next stage of the ladder of success.

—JACK GOOD.

## Class Prophecy



AY 30, 1928; has it really been ten years since the Class of '28 graduated from old B. H. S.? Where are all my classmates and what are they doing? These were my thoughts as I settled myself for a quiet evening among my books and magazines. I had just returned to the United States after having spent three years in study and travel abroad.

My glance fell on the *World Times* which lay on the table. Imagine my surprise when across the front page in large black letters I saw this: "First Lady to Occupy the President's Office." Who was it? Nobody but our own Katherine Virginia Miller. When I turned the next page I saw where Miss Andra Wright had won that much desired title: "The first lady to make a successful Trans-Atlantic Flight.

On another page I saw some very original cartoons drawn by Elmer Early. He has achieved fame all over the country in this line. I also noticed a list of the American diplomats and who do you think was President of the League of Nations? None other than our own Junior League president, Joseph Craun.

Turning to the sport page I saw where Rodney and Rudolph were making a name for themselves with the Giants.

Wondering what was on the screen tomorrow, I turned to the movie section and saw that Grayson Miller, better known as the second Rudolph Valentino, was playing the leading role.

I saw in one corner an advertisement, "The Only 'Wright' Doctor Known; Dr. S. B. Cline."

I notice in the college items that John S. Flory is president of Yale University. Alice Claytor is his assistant and Garland Wright is professor of Math. They are all noted teachers.

I saw that Gladys Miller has at last received her LL. D. degree. I knew she had been working on it for a while.

Laying aside the newspaper I leafed through the last *American*. I read a very interesting story on "How to Acquire Personal Magnetism" by Mary Clay Todd. Jack Good is now editor of this famous magazine. I also read an interesting article on "How to Raise Little Snakes," by Katherine Homan. She and Johnnie Simmers are helping Dewitt Shaver who has a very noted museum in Chicago.

As I glanced through the *Physical Culture* I read a story on "Can a Fat Girl Hold Her Husband's Love?" The author was Dorothy Miller. She says yes and tells how it can be done.

After reading all this I naturally wondered about the rest of the Class. As I idly turned the dial of my radio, a beautiful voice came through the air. It was Winona Wright, who is now singing in Grand Opera. I turned in on another station and Pearl Painter was giving French lessons. She had continued her study in French and has made quite a name for herself. Then I heard a grand speech by Senator Robert Flory. Another station cut in and it was Edgar Vigor and his Orchestra; Raymond Fry announcing. Anna Hess was sliding the trombone, Vada Croushorn playing the saxophone, and Mildred Garber at the piano.

For a change I turned in on station KDKA and heard a wonderful sermon by Rev. Stuart Miller.

Well! who would have thought so many great men and women would have been in our class.

Then I remembered I had heard Lena Adams had a splendid stenographer's position.

Evelyn Monger has obtained her R. N. and is now head nurse in the John Hopkins Hospital, Baltimore. Marie Will had also taken up this profession; but has found her one and only man and is now keeping house.

Katherine Monger was married several years after we graduated. She is now putting to practice all her Home Economics Lessons Guides.

Evelyn Sandy, Lanie Long, and Fern Southard are teaching kindergaten children. Ada and Ruth Kiracofe have also taken up the profession of teaching. They are teaching in a high school in North Carolina and are very successful in their work.

Margaret Spitzer is now living in a beautiful bungalow in Mathias, West Virginia.

Meda Cook is living on a farm near Spring Hill.

Harold Michael is still Mr. L. C. Sanger's stand-by. He has taken over the store and is making lots of money.

John Bowers has become one of the best county agents of the country. Well I have found out in a round about way all about my classmates and feel glad that they are all doing so well.

—EDITH GARST,  
RODNEY ANDREW,

RUTH KIRACOFF,  
ELMER EARLEY.

## The Camping Trip of '28



HERE was a great hulabaloo about the High School building! It was September 30, and the Seniors of '28 were leaving for the annual Senior Camping Trip.

The sky was clear, not a cloud was in sight and the weather prophet had not prophesied rain. How delighted we were! It was an event that we had long anticipated.

We were crowded and jammed into the cars but we didn't mind being in a tight place at a time like that.

The camp that we had chosen was Sparkling Springs about fifteen miles from home. We arrived there about dusk. We found it an even more ideal spot than we had been aware of.

The girls made a temporary abode in an old boarding house. The boys took possession of some cottages.

We had a fine repast and at a late hour retired and at a still later hour we went to sleep.

We arose almost with the sun and started our fun.

After several hours of running and jumping and climbing, we began to feel hungry.

After breakfasting in good old camp style, some of the group hiked to Singers Glen. Various other activities were carried on also at this time.

After satisfying ourselves with a good chicken dinner, we all rode to Singers Glen and visited the store with the result that the good old storekeeper had an influx of trade the like of which he had not seen for many a day.

For supper Saturday night we were entertained by the faculty. It was a weenie roast accompanied by coffee, rolls, and marshmallows.

After this there was company in camp and some of our members mysterically left. Others sat by the camp fire and had a pleasant evening talking and joking while others enjoyed the glorious splendor of Sparkling Spring. At a late hour we retired as we were all worn out from our days fun. Just about the time we were settled for the night the mischievous boys played a prank and began ringing a bell just outside the girls cottage. This of course aroused us and it was Sunday morning before we got settled again.

Well Miss Evans went to sleep right away and was sleeping six rows at a time when some cold water was thrown on her, from below. She jumped up all flustered, wondering if there were ghosts in camp. She was soon convinced that there wasn't for she heard the sniggling of the boys below. We all wonder what mysteriously happened to the water pitcher in Evelyn Monger's room on this night and what became of the bananas for Sunday dinner. Oh well we won't put it on anyone for maybe the Rats carried them off.

On Sunday morning we didn't rise very early because of the many interruptions of our rest the night before. Nevertheless the breakfast bell rang and breakfast was over in good time to have Sunday School.

After Sunday School the Dinner Committee assumed their task of preparing dinner while others explored the Sparkling grounds.

Finally dinner was over and our other faculty member Mr. Suter, and his family arrived on the scene. After telling them about all the magnificent splendors of the camp, we took some pictures, and assumed the duty of packing our cars to leave for home.

It was needless to say that we had enjoyed these moments to the fullest and will never forget them. It is also needless to say that the next week was a very busy one for the Seniors, for they were telling every one of the wonderful trip. We gloriied too in telling the members of the class, who were not able to anticipate in the great event, of the good time we had.



## CAMPING TRIP



COLONIAL



### III. Lower Classes

## Bridgewater Spirit

Words and music by  
NELSON T. HUFFMAN, '20

*Tempo marcia*



1. Bridge-wa-ter High, 'tis thee we cheer, As in the days of old;  
2. We love thy walls and sa-cred halls; All in a hap-py throng



We praise thy name which is so dear, And stand by the blue and gold.  
We ral-ly to thy stan-dard true, With mirth and joy and song.



CHORUS



Hail to the school we all a - dore, And cheer her col - ors too,



Then to Bridge-wa-ter ev - er - more, We will for-e'er be true.





## Junior Organization

### MOTTO

*"Service rather than Fame"*

### COLORS

Blue and Silver

### FLOWER

Honey Suckle

### OFFICERS

RAY CRIST	President
THELMA BURGESS	Vice-President
MARGARET MILLER	Secretary
THELMA BURGESS	Junior Editors
RACHEL FUNK	
MR. MILLER	Honorary Member

THELMA BURGESS

"SHORTY"

Junior Editor '27-'28; Class Vice-President '27-'28; Class Volley Ball Team '27-'28; Adelaide Baylor Club '27-'28; Parts in Plays: Aunt Dinah's Quilting Party, "Nellie"; Meet the Husband, "Mrs. Smith."

BOYD MYERS

"MYERS"

Class President '26-'27; Vice-President Junior League '27-'28; Class Baseball '26-'27, '27-'28; Class Volley Ball Team '26-'27, '27-'28; F. F. V. '27-'28; Parts in Plays: "Aunt Dinah's Quilting Party."

DORTHA CLINE

"DORTH"

Class Secretary '26-'27; Class Volley Ball Team '26-'27, '27-'28; Sergeant-at-Arms Adelaide Baylor Club '27-'28.

ROBERT GARBER

"ROBERT"

Class Basketball Team '27-'28; Class Baseball '26-'27, '27-'28; F. F. V. '26-'27, '27-'28; Class Volley Ball '26-'27; Captain Class Volley Ball '27-'28.



ANNIE LAURIE SMITH

"ANNIE LAURIE"

Vice-President of Class '26-'27.

HELEN GLICK

"HELEN"

Class Vice-President '26-'27; Tennis Club '26-'27; Class Volley Ball '27-'28; Public Speaking '26-'27; Adelaide Baylor Club '27-'28; Part in Plays: "Aunt Dinah's Quilting Party."

CLEMET SIMMONS

F. F. V. '25-'26, '26-'27; Tennis Club '26-'27; Class Volley Ball '26-'27, '27-'28; Part in Play: Meet the Husband, "Henry Smith."

VERGIE WRIGHT

"DABNEY"

Class Basketball Team '27-'28;  
Class Volleyball Team '26-'27, '27-'28;  
Tennis Club '26-'27; Adelaide Baylor  
Club '27-'28; Part in Play: "Aunt Di-  
nah's Quilting Party."

MARGARET MILLER

"MUG"

Class Secretary '27-'28; Basketball  
Team '26-'27, '27-'28; Captain Class  
Basketball Team '27-'28; Tennis Club  
'26-'27; Class Volleyball Team '26-'27,  
'27-'28; Class Historian '26-'27;  
Debating Contest '27-'28; Adelaide  
Baylor Club '27-'28; Part in Plays:  
"Aunt Dinah's Quilting Party"—  
"Aunt Dinah"; "Meet the Husband"  
— "Mrs. Jones."

LAVELLE KOOGLER

"Red"

Class Baseball '26-'27; '27-'28; Bas-  
ketball Team '27-'28; Captain Class  
Basketball Team '27-'28; Class Vol-  
leyball Team '26-'27, '27-'28; F. F. V.  
'27-'28.

HUBERT KNOTT

"KNOTT"

Class Baseball '26-'27, '27-'28; Class  
Basketball '27-'28; Class Volleyball  
'26-'27, '27-'28.



KATHARINE STOKES

"STOKES"

Class Poet '26-'27; Class Volleyball  
'27-'28; Adelaide Baylor Club '27-'28.

OPAL MILLER

"OPAL"

Basketball Team '27-'28; Class Vol-  
leyball Team '27-'28; Adelaide Bay-  
lor Club '27-'28.

FRANCIS HOLLEN

"MOUSE"

Class Baseball Team '26-'27, '27-'28;  
Class Basketball Team '27-'28; Ten-  
nis '25-'26, '26-'27; F. F. V. '25-'26,  
'26-'27, '27-'28; Class Volleyball '26-  
'27, '27-'28.

MYREE MICHAEL

"MYREE"

Basketball Team '27-'28; Class Volleyball Team '27-'28.

GARLAND MILLER

"GARLAND"

Class Baseball '26-'27, '27-'28; Class Volleyball Team '26-'27, '27-'28; Tennis Club '26-'27; F. F. V. '25-'26, '26-'27.

ETTA MILLER

"FITZ"

Class Basketball Team '27-'28; Class Volleyball Team '26-'27, '27-'28; Tennis Club '26-'27; Song Leader Adelaide Baylor Club '27-'28; Part in Play: "Aunt Dinah's Quilting Party."

RAY CRIST

"CRISS"

Class President '27-'28; Captain of Class Baseball Team '27-'28; Class Baseball Team '25-'26, '26-'27; Class Basketball '27-'28; Class Volleyball Team '26-'27, '27-'28; Tennis Club '26-'27; F. F. V. '25-'26, '26-'27, '27-'28; Judging Team '26-'27, '27-'28.



IRENE KNICELY

"IRENE"

Adelaide Baylor Club '27-'28.

SALLIE ANDES

"SALLIE"

Tennis '26-'27, '27-'28; Class Secretary '25-'26; Adelaide Baylor Club '27-'28.

LOUIS HUPMAN

"CAL"

Class Baseball '26-'27, '27-'28; Class Basketball '27-'28; F. F. V. '25-'26, '26-'27, '27-'28; Class Volleyball '26-'27, '27-'28; Judging Team '27-'28.

RACHEL FUNK

"PUDDIN'"

Junior Editor '27-'28; Chairman of Social Committee Adelaide Baylor Club '27-'28.

MARY COLEMAN

"MARY"

Class Volleyball Team '26-'27, '27-'28; Reading Contest '26-'27; Adelaide Baylor Club '27-'28; Part in Plays; "Aunt Dinah's Quilting Party."

FRANK CLICK

"Boob"

Class Volleyball Team '26-'27, '27-'28; Parts in Play; "Aunt Dinah's Quilting Party" '26-'27.

CLIFFORD RIDDLE

"SUNSHINE"

Reading Contest '27-'28; Class Baseball '26-'27, '27-'28; Class Volleyball '26-'27, '27-'28; Part in Play: "Meet the Husband"—"Jack Jones."



MAE CLAYTOR

"MAE"

Adelaide Baylor Club '27-'28; Class Volleyball Team '27-'28; Part in Plays; "Aunt Dinah's Quilting Party."

LILLIAN SWECKER

"LILLIAN"

Class Historian '25-'26; Class Volleyball '27-'28; Adelaide Baylor Club '27-'28.

RUBY WINE

"RUBY"

Class Basketball Team '27-'28; Class Volleyball Team '27-'28; Adelaide Baylor Club '27-'28.

ESTHER MILLER

"ESTER"

Tennis Club '26-'27, '27-'28; Part in Play: "Aunt Dinah's Quilting Party."

CAMERON ECKARD

"KODAK"

Class Volleyball Team '27-'28; Part Class Baseball Team '26-'27, '27-'28; Sergeant-at-Arms F. F. V. '25-'26; Member of F. F. V. '26-'27, '27-'28; Judging Team '26-'27; Part in Play: "Aunt Dinah's Quilting Party."

MARY LEE WOODELL

"MARY LEE"

Treasurer of Adelaide Baylor Club '27-'28.

PAUL PAINTER

"PAP"

F. F. V. '26-'27; Class Baseball '27-'28; Parts in Play: "Aunt Dinah's Quilting Party"; Class Volleyball '26-'27, '27-'28.



BLANCHE WRIGHT

"BLANCHE"

Part in Play: "Aunt Dinah's Quilting Party."

FREDA KIRACOFE

"FREDDIE"

Adelaide Baylor Club '27-'28.

HORACE COX

"CHESTER"

Class President '25-'26; F. F. V. '25-'26; Secretary of F. F. V. '26-'27; Class Volleyball Team '26-'27, '27-'28; Class Baseball Team '25-'26, '26-'27, '27-'28; Part in Play: "Aunt Dinah's Quilting Party" '26-'27.

BEULAH SPENCER

"BEULAH"

Vice-President of Adelaide Baylor  
Club '27-'28.

LEOLA KIRACOFE

"LEOLA"

Basketball Team '27-'28; Class Vol-  
leyball Team '27-'28; Adelaide Baylor  
Club '27-'28.

MAMIE CARRIER

"MAIMIE"

Adelaide Baylor Club '27-'28; Part  
in Play: "Aunt Dinah's Quilting  
Party."

ALICE COLEMAN

"ALICE"

Tennis Club '26-'27; Class Vol-  
leyball Team '26-'27, '27-'28; Adelaide  
Baylor Club '27-'28; Part in Plays:  
"Aunt Dinah's Quilting Party."



GLADYS ANDREW

"ANDREWS"

Basketball Team '25-'26, '26-'27,  
'27-'28; Captain Basketball Team '27-  
'28; Captain of Class Basketball  
Team '27-'28; Class Volleyball '26-  
'27; Adelaide Baylor Club '27-'28;  
Part in Play: "Aunt Dinah's Quilt-  
ing Party."

AGNES HUFFMAN

"JIGGS"

Class Basketball Team '27-'28;  
Captain Class Volleyball Team '27-  
'28; Adelaide Baylor Club '27-'28.

GERTRUDE CURRY

"GERTIE"

Adelaide Baylor Club '27-'28.

ALVA ARION

"ALVA"

Adelaide Baylor Club '27-'28.

## Junior Poem

One, two, and three!  
We're Juniors, see!  
In the school of B. H. S.  
We're never blue,  
Our hearts are true,  
We're faithful in times of stress.

But as we go,  
We always know  
We're out for a big success,  
We struggle hard;  
We hold the card,  
That'll win, we will confess.

Out of the dark,  
There comes a spark,  
Of a light that gives us strength,  
Onward we rush,  
Our foes to crush,  
Knowledge! victorious at length.

—ANNIE LAURIE SMITH.

# Junior Class History

## CHAPTER I

*1. Coming of Freshites. 5. Cox chosen ruler. 8. The great feast. 9. Freeing of the Freshites.*

1. Now it came to pass at the end of seven years the Freshites came together in the kingdom of Hyscholites.
2. And when the Queen heard of this great tribe of Freshites she immediately proceeded to test their worthiness of occupying her kingdom.
3. And when the Queen had seen the wisdom of the tribe of Freshites she was well pleased, saying.
4. "It was a true report which I heard. How be it I believe not their words until I came, and mine eyes had seen it."
5. Now the tribe came together to cast their lots for a ruler;
6. And the lot fell upon Cox; and he was numbered with the Council.
7. Now they chose as their motto: "Service rather than fame."
8. Now there was great rejoicing among the tribe as they came together by the light of the moon on the banks of the Great River.
9. There was a great feast spread before the tribe, which vanished very quickly, and each member went on his way well filled.
10. And it came to pass in the fifth month and the last day that the tribe of Freshites were to be free until the ninth month.

## CHAPTER II

*3. Myers becomes ruler. 5. Plague of Exams. 7. Yearly feast.*

1. When the time came that the tribe should again assemble together in the kingdom of Hyscholites, the number was greatly increased.
2. Then the Queen honored them by calling them Sophites.
3. Now there were murmurings among the tribe, and the question arose, "Who shall be our ruler?"
4. The tumult answered with the cry "Myers! Myers!" And the tribe said, "Be it so." And Myers became ruler of the tribe of Sophites.
5. Now the tribe of Sophites suffered many trials and tribulations, the greatest of these were EXAMS.
6. Many members were sorely afflicted, and much hard labor was required to overcome the plague of Exams.
7. Now this tribe came together in the temple for their yearly feast.
8. It came to pass soon after this that the tribe of Sophites were rewarded for their faithful service by three months of freedom and each member returned to his native land.

## CHAPTER III

*1. Return of Junites. 2. Crist chosen ruler. 8. Junites entertain older tribe.*

1. As the tribe came together in the kingdom of Hyscholites, they were ranked as second in the land and known as Junites.
2. Now in the third year of the tribe's habitation of this land, Ray, of the house of Crist, was chosen as ruler.
3. Now it came to pass in the tenth month that there was a great gathering at the temple.
4. The people were dressed in strange garb, and certain members of the tribe spake among themselves saying,
5. "Who might these people be?"
6. As the evening passed these strange people revealed themselves and proved to be certain members of the tribe of Junites.
7. Now this tribe decided to entertain the older tribe, as was the custom of their fathers.
8. And the two tribes came together in the forest and there was much merry making after which a great feast was spread.
9. In this year there were certain Junites who became famous in athletic sports.
10. As the sixth month drew near the tribe prepared for their annual vacation which lasted until the ninth month.

—AMEN.



## Sophomore Organization

### MOTTO

*Never Unprepared*

### COLORS

Green and Gold

### FLOWER

Laurel

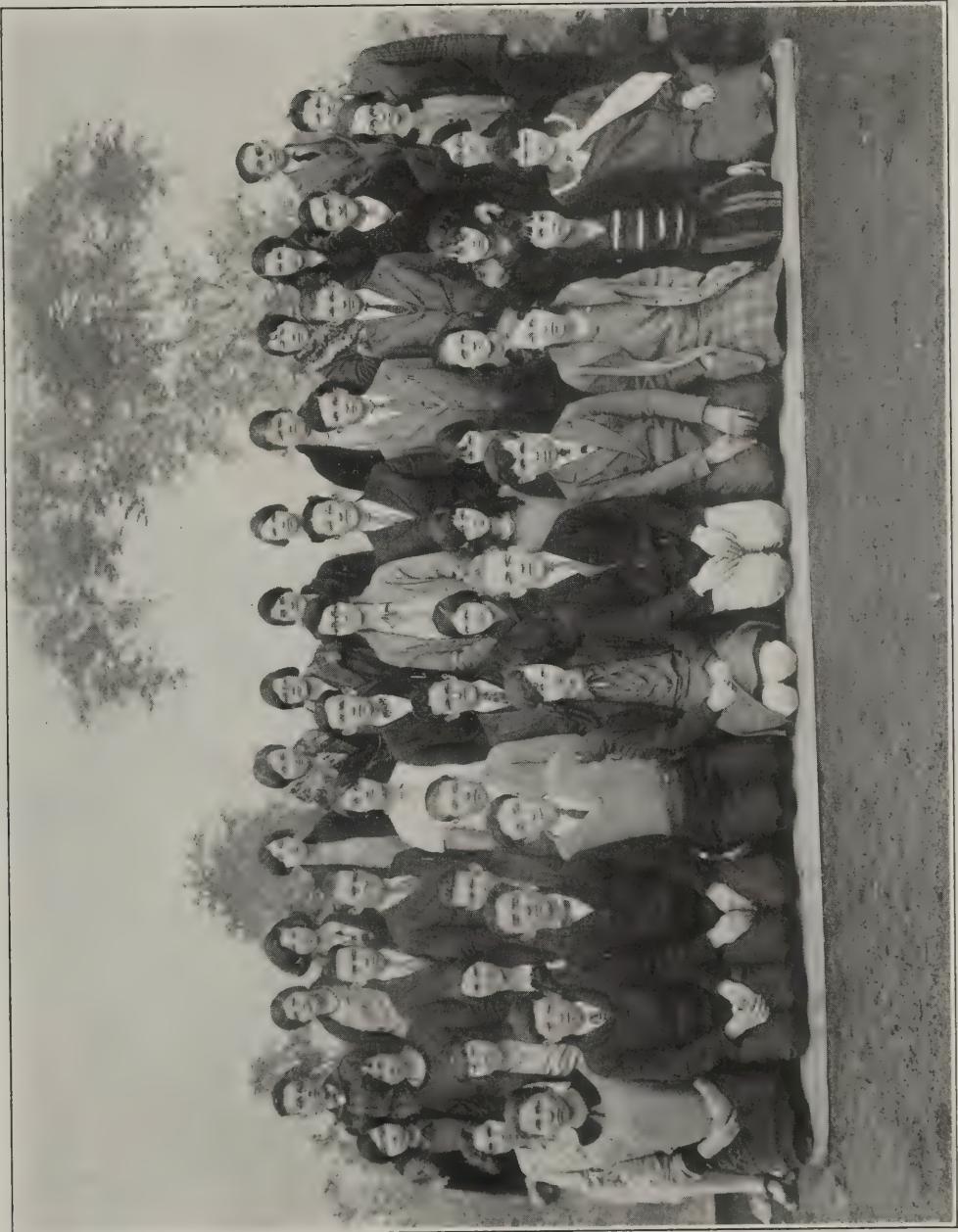
### OFFICERS

HUBERT ECKARD . . . . . *President*

CARL SHIAYER . . . . . *Vice-President*

JEAN DIXON . . . . . *Secretary and Treasurer*

MR. SUTER . . . . . *Honorary Member*



SOPHOMORE

## Sophomore Roll

STUART BAKER

PINK BOWERS

PAUL BOWMAN

HAROLD CRAUN

HUBERT ECHARD

WILTON FUNKHouser

JAMES GARBER

SAMUEL HELTZEL

CARL HESS

HERBERT HOLLEN

JEAN DIXON

GLADYS EDWARDS

CONJETTA FLORY

JANET FLORY

HAZEL FOSTER

LENA FOSTER

BESSIE HUFFMAN

HELEN KIMBLE

DOROTHY KISER

RUBY LAYMAN

CLINE WHITMORE

LEONARD WILL

BELLE SPENCER

ETHEL WRIGHT

ZELDA ADAMS

MILDRED BAKER

EVELYN CARICOFE

PEARLE CLAYTOR

VIOLET DIEHL

HOMER LEVEL

WALTER LEVEL

WENDELL MATHIAS

RUDOLPH MYERS

CARL RHODES

CARL SHAVER

NOAH SMITH

WOODROW STRAWDERMAN

STANLEY STRICKLER

MARVIN SWECKER

MINNIE MAY

JANET MILLER

KATHRYN MILLER

LUCILLE MILLER

MARGUERITE MILLER

LEONA PAINTER

BERTHA RIVERCOMB

RUBY RIVERCOMB

MARGARET SANDY

EDNA SHAFFER

## The Green and the Gold

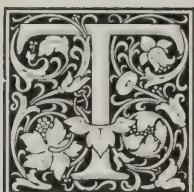
Nature planted a flower  
Amidst the thistles bold,  
It shouts success in the bower  
By waving the green and gold.

'Tis a wild flower on the green  
Whose victory and beauty blend  
As it whispers "Class of 1930  
The wreath is for those who contend."

To the colors and school life  
And to the mountain laurel true  
When fighting the battle of strife  
Our success we'll owe to you.

—ETHEL WRIGHT.

## Sophomore Class History



HE Sophomore Class in its Freshman year numbered fifty-four. It has now grown to the record breaking number of fifty-three.

We had lost from our Freshmen roll seventeen but sixteen new students were added. This taxed the capacity of the Sophomore room to such an extent that the flowers were discarded from the windows to make room for Sophomores.

Our Class is noted for several things, most conspicuous, however, is our record in athletics. We furnished one member to the regular team of basketball, and nine members of the baseball team. The three pitchers, Stuart Baker, Cline Whitmore, and Walter Leavel, furnished the backbone of a splendid ball team which Coach Suter trained into a formidable one. The girls basketball team held four Sophomores, Marguerite Miller, Jean Dixon, Dorothy Kiser, and Kathryn Miller. In tennis we had Pink Bowers, Paul Bowman, Carl Shaver, Stanley Strickler, Violet Diehl, and Pearl Claytor.

We were also very enthusiastic in our literary contests. In spelling our representatives were Minnie May and Noah Smith. Minnie May won the gold medal. In public speaking we had, Harold Craun, Paul Bowman, and Mildred Baker. Paul Bowman won the gold medal for the boys, Mildred Baker won for the girls.

The Class met early in the fall and elected the following officers, Mr. Marvin Suter, Honorary Member; Jean Dixon, Secretary; Carl Shaver, Vice-President; Hubert Eckard, President.

The Sophomores held their annual class social February 23, 1928, one of the most enjoyable events of the year.

And now with the thought of becoming Juniors next year we increase our efforts to end our High School career successfully. And with the help of our parents, superintendent, principal, and faculty we are doing our best to live our motto: "Be never unprepared."



## Freshmen Organization

### MOTTO

*Not at our goal but reaching*

### COLORS

Green and White

### FLOWER

Honey Suckle

### OFFICERS

WILMA MOYERS .....	<i>President</i>
FORREST SHAVER .....	<i>Vice-President</i>
LOUISE SOURS .....	<i>Secretary</i>
RIDGEWAY SNELL .....	<i>Treasurer</i>
MISS HUMBERT .....	<i>Honorary Member</i>



FRESHMEN

## Freshmen Roll

BEATRICE ADAMS		GEORGE ROBERT FLORY
GUSSIE ANDREWS		FRED GLADWELL
HESTER BRIGHT		RUSSELL HUFFMAN
GENEVA BURGESS		HOSKINS LANDIS
LOTTIE CARICOFF		RUSSELL MONGER
EDITH CRAUN	WILMA MOYERS	WALLACE HAUGH
HAZEL ECKARD	LEONA REXRODE	BERNARD ROLLER
LILLIAN ECKARD	KATHERINE SPADER	RALPH ROSENBARGER
	LOUISE SOURS	
	DOROTHY WILCHER	
	MARTIN CARACOFF	
KATHLEEN FRY	JENNINGS CARRIER	FORREST SHAVER
MYRTLE GLOVER	RAYMOND CLARK	LESTER SPENCER
HAZEL JONES	HARRY DOVEL	OTHER SMITH
PHYLLIS KOOGLER		RIDGEWAY SNELL
HOPE LANDIS		EARL STRAWDERMAN
GRACE LINeweaver		HUNTER THOMAS
THELMA LONG		HAROLD WILCHER
ARLENE MILLER		MARVIN WRIGHT

## Spirit of '31

Halt us, hold us, ye who can  
Hold in thrall this youthful clan  
Try to force us to the pace  
That still marks the elder race,  
Help us to those heights sublime  
That we've set our hearts to climb.

For the battle, we are ready  
Hearts are eager, nerves are steady  
Through our veins warm blood is flowing  
In our eyes the spirit glowing  
That will conquer every barrier  
'Tween us and our heart's desire.

Would ye stop us from achieving?  
Are ye elders unbelieving?  
In our strength, and in our youth,  
Think ye we have time for leisure?  
Know then that we find our pleasure  
Ever in conquest of truth.

—WALLACE OBAUGH.

## Freshmen Class History



guiding stars.

HIS is a History, a history is a chronicle of events. This is a dictionary definition. It is from Webster. Webster is an authority.

This history is about the Freshman Class of '28. (That is some of us). Miss Humbert, our class adviser and our class officers were always

guiding stars.

During our Freshman year we have had many trials and tribulations. (For further information see Miss Willie, Miss Humbert, Mr. Suter, and Mr. Howard). Some of us will get a full fare ticket from the Freshman Class some of us (?) will not.

We have been good children (some of us). We have tried to study our lessons and we have enjoyed our school days, especially the HOLIDAYS.

There are forty-one of us. We are a big class in this school.

Some of us are pretty, (some are not). Some are girls, (some are not).

We love each other, that is some of us do.

We are all going to be promoted (?) sometime! Then we will be SOPHOMORES! GOOD-BYE Freshmen.



## IV. Athletics



## Physical Director

Bridgewater High School has had only one Physical Director and Coach. Mr. Suter came to us in September, 1919. It is not undue praise, but bare justice to say that the splendid records we have made in basketball and baseball are due, in a very large measure, to his building policy and skill in choosing and training our teams. He spares neither time nor effort when the teams need help.

Our great hope is that we may keep Mr. Suter with us, to help us to continue our success in our athletic activities.



BASKETBALL.



## Basketball

RUDOLPH GLADWELL ..... *Captain*

RODNEY ANDREW ..... *Manager*

MR. SUTER ..... *Coach*

We started the season with only three letter men. All of our boys were young and inexperienced. Yet, due to the hard work and wise direction of our coach, Mr. Suter, they played a high class ball, especially in the latter part of the season. We think our school was worthily represented in all of our games, since our boys upheld the spirit, pep, and true sportsmanship so highly cherished by our school. Though not always winners, Bridgewater won a reputation for fair and honorable playing. Victory is not always in the laurels won. Our captain, "Rudy," was an efficient leader, and the boys stood by him nobly. The best of spirit prevailed and good team-work was carried on throughout the season.

## Boy's Basketball

B. H. S. ....	20	Towers .....	24
B. H. S. ....	40	Weyers Cave .....	7
B. H. S. ....	25	Towers .....	3
B. H. S. ....	31	Weyers Cave .....	11
B. H. S. ....	13	New Market .....	10
B. H. S. ....	11	S. M. A. ....	35
B. H. S. ....	27	Front Royal .....	12
B. H. S. ....	55	Front Royal .....	4
B. H. S. ....	13	Alumni .....	19
B. H. S. ....	26	Staunton .....	31
B. H. S. ....	16	A. M. A. ....	43
B. H. S. ....	24	Fishburne M. A. ....	14
B. H. S. ....	15	Charlottesville .....	22
B. H. S. ....	18	R. M. A. ....	11
B. H. S. ....	18	M. M. A. ....	31
B. H. S. ....	13	Broadway .....	15
B. H. S. ....	2	Waynesboro .....	17
B. H. S. ....	29	Lexington .....	14
B. H. S. ....	52	Harrisonburg .....	8
B. H. S. ....	19	Staunton .....	24
B. H. S. ....	22	Charlottesville .....	32
B. H. S. ....	24	Waynesboro .....	15
B. H. S. ....	21	Broadway .....	14
B. H. S. ....	47	Harrisonburg .....	14
B. H. S. ....	25	Lexington .....	23
B. H. S. ....	21	M. M. A. ....	20
	—		—
	627		473



BASKETBALL



GLADYS ANDREW, MARGARET MILLER, *Captains*; MARIE WILL, *Manager*; MARVIN N. SUTER, *Coach*

## Girls' Basketball

It's a girls basketball game, that is a synonym at B. H. S. for pep, friendly rivalry and good sportsmanship. But it means more than that, it is a period of recreation and organized sport, which keeps the girls in good physical condition and makes them better able to do their best in scholastic work. The large number of girls out for basketball this year enabled us to pick a good team of which we are very proud. Each girl deserves credit for the good sportsmanship that was shown in victory or defeat.

## Girl's Basketball

B. H. S. ....	15	Alumnæ .....	27
B. H. S. ....	24	Middlebrook .....	40
B. H. S. ....	28	New Market .....	12
B. H. S. ....	19	Shenandoah .....	14
B. H. S. ....	10	Alumnæ .....	25
B. H. S. ....	14	Harrisonburg .....	53
B. H. S. ....	28	Middlebrook .....	33
B. H. S. ....	19	Waynesboro .....	41
B. H. S. ....	19	Dayton .....	13
B. H. S. ....	22	Harrisonburg .....	33
B. H. S. ....	40	Charlottesville .....	23
B. H. S. ....	15	Charlottesville .....	40
B. H. S. ....	22	Waynesboro .....	37
B. H. S. ....	11	Dayton .....	16
B. H. S. ....	28	Shenandoah .....	18
B. H. S. ....	16	Shenandoah .....	20
	—		—
	330		445



BASEBALL



## Baseball

RODNEY ANDREW ..... *Captain*  
DEWITT SHAVER ..... *Manager*  
MR. SUTER ..... *Coach*

We have good prospects for a successful season this year. We have only four veterans from last years squad. Yet a lot of good material is being developed with a little practice and experience. We are justly proud of our boys who are so creditably upholding the standards of the school.

B. H. S. ....	13	Sangerville Independents .....	6
B. H. S. ....	11	Broadway High .....	7
B. H. S. ....	7	Broadway High .....	1
B. H. S. ....	13	Harrisonburg .....	8
B. H. S. ....	10	Luray .....	7
B. H. S. ....	10	R.-M. A. ....	8
B. H. S. ....	5	Dunsmore .....	4
B. H. S. ....	6	Staunton .....	4
B. H. S. ....	11	Handly High .....	3
B. H. S. ....	6	M. M. A. ....	13
B. H. S. ....	6	Harrisonburg .....	5
B. H. S. ....	6	Luray .....	4
B. H. S. ....	7	Handly High .....	6
B. H. S. ....	16	Staunton .....	4



## Tennis Club

HOPE LANDIS  
LANIE LONG  
EDITH CRAUN  
HAZEL JONES  
WILMA MOYERS  
LOUISE SOURS  
KATHERINE MILLER  
DOROTHY MILLER  
BEATRICE ADAMS  
FERN SOUTHARD  
SALLIE ANDES  
ESTHER MILLER  
HELEN GLICK  
MARY COLEMAN  
ARLINE MILLER  
KATHERINE SPADER  
GLADYS MILLER  
KATHERINE HOMAN  
EDYTHE GARST  
MILDRED GARBER

KATHERINE MONGER  
ANDRA WRIGHT  
VIOLET DIEHL  
PEARL CLAYTOR  
DOROTHY WILCHER  
MAURICE WRIGHT  
FOREST SHAVER  
PAUL BOWMAN  
PINK BOWERS  
STANLEY STRICKLER  
RIDGEWAY SNELL  
CARL SHAVER  
JOHN S. FLORY  
ROBERT FLORY  
DEWITT SHAVER  
CLEMET SIMMONS  
JACK GOOD  
HAROLD MICHAEL  
GARLAND MILLER  
CLIFFORD RIDDEL

Although tennis is still a minor sport in our school, it is gradually gaining interest and recognition. We have good prospects for entering a strong team in the state contest this year.



CLASS BASKETBALL CHAMPIONS

10



CLASS BASKETBALL CHAMPIONS



CLASS BASEBALL CHAMPIONS

## Volley-ball Champions

Boys ..... Senior Class

Girls ..... Junior Class



OUR ATHLETES



## V. Clubs



ADELAIDE BAYLOR CLUB

## Adelaide Baylor Club

LENA ADAMS	MARGARET MILLER
SALLIE ANDES	OPAL MILLER
GLADYS ANDREW	EVELYN MONGER
ALVA ARION	KATHERINE MONGER
THELMA BURGESS	PEARL PAINTER
MAMMIE CARRIER	FERN SOUTHARD
DORTHA CLINE	MARGARET SPITLER
MAE CLAYTER	ANNA HESS
	KATHERINE HOMAN
	AGNES HUFFMAN
	ADA KIRACOFE
	RUTH KIRACOFE
	VERGIE WRIGHT
	LEOLA KIRACOFE
	IRENE KNICELY
	LANIE LONG
	DOROTHY MILLER
	ETTA MILLER
Alice COLEMAN	GLADYS MILLER
MARY COLEMAN	KATHERINE MILLER
VADA CROUSHORN	KATHERINE STOKES
GERTRUDE CURRY	LILLIAN SWECKER
RACHEL FUNK	MARY TODD
EDYTHE GARST	MARIE WILL
MILDRED GARBER	RUBY WINE
HELEN GLICK	MARY LEE WOODELL
	BLANCHE WRIGHT
	FREIDA KIRACOFE



F. F. V. CLUB

# F. F. V. Club

JOHN BOWERS

STANLEY CLINE

GARLAND WRIGHT

RAY CRIST

CAMERON ECKARD

LAVELLE KOOGLER

FRANCIS HOLLOW

LOUIS HUPMAN

CARL SHAVER

ROBERT GARBER

BOYD MYERS

HAROLD CRAUN

STUART BAKER

NOAH SMITH

PINK BOWERS

LEONARD WILL

MARVIN SWECKER

HOMER LEAVEL

WALTER LEAVEL

RUDOLPH MYERS

HERBERT HOLLOW

CARL RHODES

CARL HESS

JAMES GARBER

HOSKIN LANDIS

STANLEY STRICKLER

CLINE WHITMORE

WILTON FUNKHouser

WOODROW STRAWDERMAN

EVERETTE WINE

BERNARD ROLLER

SAMUEL HELTZEL

MARTIN CARICOFE

LESTER SPENCER

OTHO SMITH

HARRY DOVEL

RUSSEL HUFFMAN

RAYMOND CLARK

RUSSEL MONGER

EARL STRAWDERMAN



## School Council

MISS LINA E. SANGER

MR. MARVIN N. SUTER

JOSEPH CRAUN

BOYD MYERS

EDITH GARST

ROBERT FLORY

RODNEY ANDREW

RUDOLPH GLADWELL

MARIE WILL

GLADYS ANDREW

MARGARET MILLER

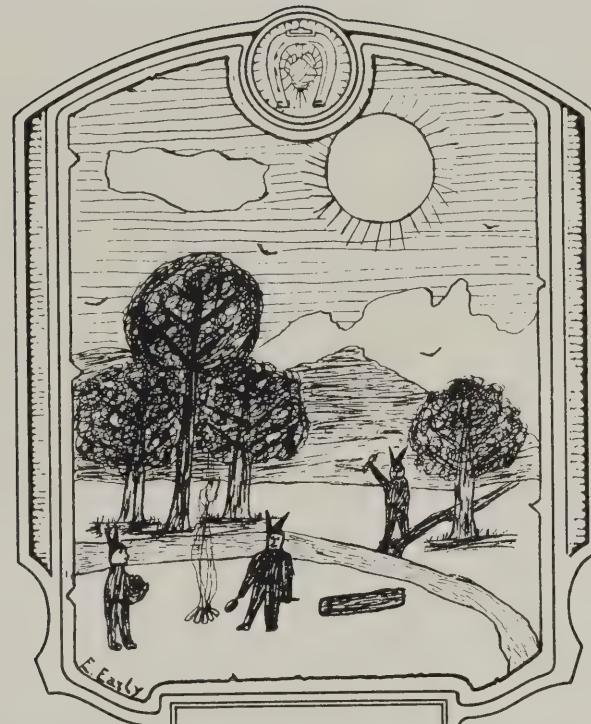
DEWITT SHAVER

JACK GOOD

RAY CRIST

HUBERT ECKARD

WILMA MOYERS



VI. Miscellaneous

## Country Gentleman Campaign

One morning during first semester there was great excitement in Bridgewater Hi when the Country Gentleman Representative arrived. Each one was wondering who the leaders would be, and what new plan would be advocated.

Finally we were all called to the big room and there we found out who the leaders were. The leaders gave to each of us a red or green badge and the teams were divided in this way. The campaign lasted two weeks and what fun we did have getting subscriptions and seeing the dogs climb up the ladder.

After our two week campaign, in chapel one morning we had a merry time receiving prizes for selling subscriptions. Some received better prizes than others because they had sold more subscriptions. Paul Bowman and Harold Craun tied for selling the most subscriptions.

*Big Captain* ..... JOSEPH CRAUN

### LEADERS

*Bear Cats*

GRAYSON MILLER

JOHN SIMMERS

*Wild Cats*

RODNEY ANDREW

DOROTHY MILLER

*Winners*

Wild Cats

# School Honors 1927-28

BRIDGEWATER HIGH SCHOOL

MEMBER

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE  
SOUTHERN STATES

## LITERARY CONTEST

Preliminary Winners

DEBATE

KATHERINE MILLER, DOROTHY MILLER, ALICE CLAYTOR,  
MARGARET MILLER, ROBERT FLORY

## *Winners of Times-Dispatch Gold Medals*

DEBATE

MARGARET MILLER, DOROTHY MILLER

READING

CLIFFORD RIDDELL, KATHERINE MILLER

PUBLIC SPEAKING

MILDRED BAKER, PAUL BOWMAN

SPELLING

MINNIE MAY

## SECTION A DISTRICT IV CHAMPIONSHIP VIRGINIA HIGH SCHOOL LEAGUE

won by

BASEBALL TEAM

CORN JUDGING CONTEST

*First National Bank Silver Loving Cup* won by  
BRIDGEWATER HIGH SCHOOL  
ANNUAL JUDGING CONTEST



LESSER LIGHTS

# Tempus Fugit

## I

September 19—Vacation is over and school has started. The faculty welcomed us heartily as Seniors—we numbered forty-one.

September 20—New officers for the year were elected, the result being—President, Rodney Andrew; Vice-President, Stanley Cline; Secretary and Treasurer, Mildred Garber.

September 25—School Service welcoming students of community.

September 29—Class Baseball games—Seniors won.

September 30-October 2—Senior Camping Trip.

## II

October 3—Jack Good, elected Editor-in-Chief of the Annual and Dorothy Miller elected Associate Editor.

October 4-14—So many interesting things happened that we shall refrain from mentioning any of them.

October 17-28—Class Basketball games. The Juniors won.

October 20-28—First Tests. Did We Study! Well, I guess we did. Why? Because we wanted to make our first impression as Seniors a good one.

## III

November 1-10—Bum time. Nothing of interest happened.

November 11—Patrons day.

November 15—Seniors received their class rings.

November 22—B. H. S. girls play the Alumnae and are defeated.

November 23-25—While we had our Thanksgiving holidays, our teachers went to Richmond to the State Teachers Association.

November 30—Bridgewater girls motored to Middlebrook to play Basketball and came back with a defeat.

## IV

December 1-9—Second Tests.

December 7—B. H. S. girls plays New Market girls in the college gym and win.

December 14—Girls motor to Shenandoah City and come back with a victory.

December 21—Boys journey to Front Royal. Won.

December 23—Everyone is happy. School closes for the holidays and every one scatters to their homes.

## V

January 3—Back from holidays and every one is excited over the examinations, so near at hand.

January 4—B. H. S. boys find that they eat too much candy when it comes to playing the Alumnae Basketball, for they were defeated.

January 6—Boys journey to Staunton and come back with a victory.

January 7—B. H. S. girls play Harrisonburg there and are defeated.

January 9—Boys motor to A. M. A. and come back with a defeat.

January 11—Boys go to Waynesboro and come back victorious.

January 13—B. H. S. boys play Charlottesville in college gym and lose.

January 14—B. H. S. plays at Front Royal and return with a victory.

January 16—Boys journey to Woodstock and come back defeated.

January 18—B. H. S. boys return from Broadway with a victory.

January 20-26—Mid-term Exams. Everyone excited, but determined to make good.

January 20—Boys journey to Waynesboro and are defeated.

January 27—B. H. S. plays Lexington boys at college gym and are victorious.

January 31—B. H. S. boys play Harrisonburg here and win.

## VI

- February 2—B. H. S. boys play Staunton at college gym and were defeated.  
February 3—Senior Class party. Old fashioned! A good time was enjoyed by all.  
February 8—B. H. S. boys and girls journeyed to Charlottesville. Both teams were defeated.  
February 10—B. H. S. girls played Waynesboro in college gym and won.  
February 14—Valentines were seen floating in the air.  
February 15—B. H. S. girls play Dayton High and are defeated.  
February 24—B. H. S. girls wallop Shenandoah College girls.

## VII

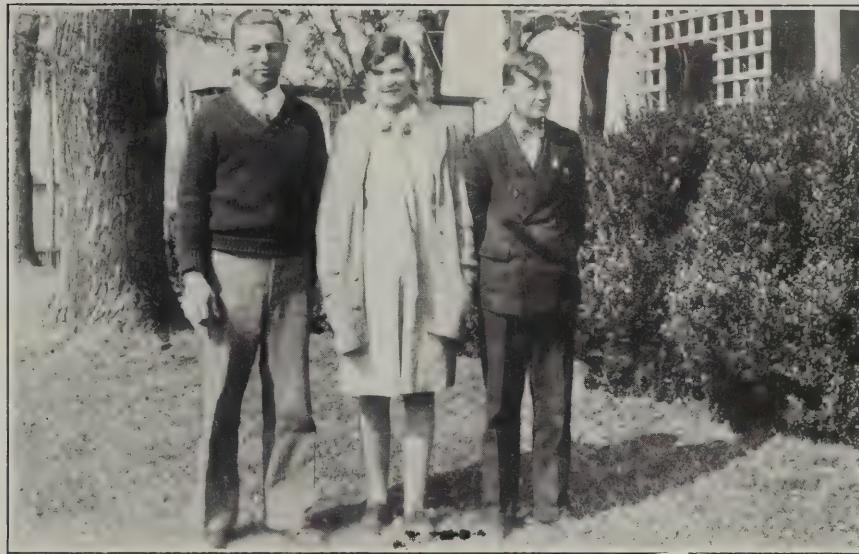
- March 1-9—Tests! Oh well we survived them.  
March 2—B. H. S. girls play Shenandoah College. B. H. S. girls play hard as usual but are defeated.  
March 9—Junior-Senior Party. A good time was reported by all.  
March 10 and 17—Picture at High School Theatre.  
March 23—Home Economic and Agriculture Clubs entertain the Patrons.  
March 23—B. H. S. boys play Broadway here and are victorious.  
March 27—B. H. S. boys motor to Broadway and return with a victory.  
March 29—B. H. S. Monogram Club Banquet.  
March 30—B. H. S. boys play Harrisonburg there and win.

## VIII

- April 3—B. H. S. play Luray here and are victorious.  
April 6—B. H. S. boys motor to Staunton and come back with a victory.  
April 10—Boys play Dunsmore here and win.  
April 7—Boys motor to R. M. A. and come back victorious.  
April 13—Boys motor to Handley and return with a victory.  
April 16-May 1—Volleyball Tournament.  
April 18-26—Tests.  
April 18—B. H. S. boys journey to M. M. A. B. H. S. is defeated.  
April 18-22—Annual Livestock Judging Contest at V. P. I., Blacksburg. Our boys came back victorious in sheep judging.  
April 19-20—School Literary Contests.  
April 20—Our Junior League President represents us with a speech at the County Junior League Meeting at Dayton.  
April 21—The School Improvement League has a window sale in Jos. Ney's window in Harrisonburg. The school contributed to it and it proved to be successful.  
April 24—B. H. S. boys journey to Luray and come back with a victory.  
April 24—In general assembly, Miss Willie gave an interesting talk on her trip to National Yellowstone Park.  
April 25—B. H. S. boys play Handley here.  
April 26—Play "Mrs. Tubbs of Shantytown," by Seventh Grade.  
April 27—Boys play Staunton here.

## IX

- May 1—High School Plays—"The Rascal Pat," by Freshmen; "Betty's Paris Hat," Sophomores; "Meet the Husband," Juniors.  
May 3—B. H. S. boys play Dunsmore there.  
May 4—Intersection Baseball game here.  
May 8—Primary Operettas.  
May 9-14—Everyone is excited over coming Exams. Study is all you hear.  
May 11—Aluminæ Celebration.  
May 15—Pageant, Fifth and Sixth Grades.  
May 18-25—End Term Exams. Horrors!!!  
May 22—Senior Play.  
May 29—Senior Play, "The Hidden Guest."  
May 31—Graduating Exercises.



## Junior League

### OFFICERS

JOSEPH CRAUN ..... *President*

BOYD MYERS ..... *Vice-President*

EDITH GARST ..... *Secretary and Treasurer*

## First Affirmative Speaker



R. CHAIRMAN, Honorable Judges, Most Worthy Opponents, Ladies and Gentlemen: The question for debate today is—"Resolved, That the Curtis-Reed bill now pending in the Congress of the United States for the establishment of a National Department of Education should be enacted into law."

That is, that we should have a department of education with a secretary in the President's Cabinet. The secretary should be appointed by the President. The present bureau of education, Federal Board of Vocational Education and all other educational agencies should be consolidated in one department whose duty is to collect educational statistics.

At one time in the history of our country we had a department of education, without a secretary in the President's Cabinet. Later it was reduced to the status of a bureau, and has been a bureau since.

My colleague and I shall prove to you the affirmative side of this question by establishing the following issues:

1. A reorganization of our present Educational practice is needed.
2. A Department of Education as proposed by the Curtis Reed bill is the best solution of our problem.

I shall prove the first issue, and my colleague will continue by proving the last one.

*First*—A reorganization of our present Educational practice is needed. The inequalities of our present system are shown by the illiteracy of the different sections of our country. For instance, the United States has the highest percentage of illiteracy among twelve nations of advanced educational acknowledgment. This is six per cent, while Germany, the lowest, has only two per cent illiterates. The illiteracy of our country is not due to the people coming from other countries, for in 1920 we found that sixty-two per cent. of our illiterates were native born. One-fourth of the men called to serve in the great world war were practically illiterate. The census in 1920 also shows an increase in the number of illiterates since the census of 1910.

The fact that the United States spends more money on education than any other country does not mean to insinuate that we have the best schools. Our present system is not properly organized, therefore our money is spent unwisely.

The question at present is not whether the federal government should have a part in education, for that was decided long ago, in the affirmative. It has participated in education for years.

A large number of our states do not have the capital to encourage education as they should. Where, by the proposed plan, the federal facilities will be improved and will point to a more economical administration and gather efficiency in results. It will do away with the inevitable confusion which results from the lack of co-ordination.

There are inadequate equipments in our larger schools. For instance, some of our high schools are not equipped with laboratories for the study of science, neither do they have sufficient libraries. The buildings are often poorly lighted, ventilated, and heated. They are often dingy and undesirable places. All of the foregoing facts lead us to realize more and more the inequalities of our present system.

By using the new plan our building expenditures will be reduced five per cent. By the elimination of guess-work we will save at least one per cent. What is needed to be done is to replace guess-work with knowledge, and then efficiency will result.

It is terrible to think that in this Christian nation of ours we should have a department of war and navy, and none of education. Education is life, and life in turn is the essence of a democracy. When we cease to learn, we cease to live.

The people of the United States should have more pride than to belittle education by submerging it in a little inconspicuous bureau, within a great department, where it receives but little recognition and attention. The department does not interfere with local education, but on the other hand dignifies it.

Our present bureau of education is not able to meet the needs of our country. For it is only a subordinate bureau within the department of the interior. It does not have the power, authority, funds, or influence to do anything. In other words, its hands are tied. All of the power is vested in the department of the interior. Is not education important enough to be in a separate department and exercise its own power when everything in our country's welfare depends on it?

Education is handicapped by the lack of funds. The national government spent \$150,000,000 for education in 1921. But the bureau spent only \$162,000 of it. The rest was spent by the department of war and navy for education in the art of war. Thus the country gets from .013 per cent to .052 per cent of the money spent by the federal government for educational purposes.

The bureau is also handicapped by the lack of authority. It has no direct representative in the president's cabinet. Can you imagine that the secretary of commerce would have been able to have gained the co-operation of the industrial forces of the nation in eliminating waste if he had only been chief of a minor bureau, which was located in a department?

Education is necessarily so elastic a term, and so varied in its application that it is hardly conceivable that there should be any organization that does not have at some part of its work an activity for an educational character. Every branch of industry and government today recognize that educational functions are in some way related to it.

Scientific investigation of a department of education would aid officials in reducing waste and increasing efficiency in schools. Some of the problems of waste are the buildings, and failing children. Many millions of dollars are wasted annually in the construction of school buildings due to ignorance. The area of instruction in most buildings vary from forty per cent to sixty per cent. That is, that the buildings yield only two-thirds what they should.

The present secretary of the interior has shown unusual interest in the bureau of education. Yet, only one-tenth of one per cent of the appropriations of the department in 1926 were received by the bureau.

The solution to all problems of education lie in the creation of a department of education, with a secretary in the president's cabinet, whose prestige will make possible the successful discharge of the federal government's educational work on a voluntary basis. Thus the local autonomy will be preserved and at the same time the educational investigations that are so vital to school practice will not be lacking.

At no time in the history of our country has the need for devoted, consecrated, united action been so imperative as it is today. So let's not idle around, let's get to work.

A reorganization of our educational policy is recognized by the public, by a majority of the states, by the educational world, by twenty-nine or more national organizations, and by our president. He says, "If any one doubts the need of consecrated action by the states of the nation for this purpose it is only necessary to consider the appalling figures of illiteracy. I do not favor the making of appropriations from the national treasury to be expended directly on local education, but I do consider it a fundamental requirement of national activity, which accompanied by allied subjects of welfare is worthy of a separate department and a place in the cabinet. The humanitarian side of government should not be repressed, but should be cultivated."

Education is a national problem. The federal government has always assisted in education to a certain extent. The time has now come, however, when the federal assistance should be increased. This can only be done by the establishment of a national bureau of education. The department will harmonize with the evaluations of the whole scene of national government. Originally there were only three executive departments. The population then was 3,900,000 and had an area of 900,000 square miles. Other departments have been added until now we have ten and a population of 125,000,000.

The need of the department has long been recognized. The unbusinesslike arrangement of educational activities scattered through the different departments and bureaus is not only wasteful but results in inefficiency and lack of effective work. The evils will never be corrected until a unified department of education has been organized with a secretary in the president's cabinet.

Education suffers with all other governmental activities. More money is spent on education than any other enterprise. In 1922 the national income was \$68,447,000,000, and over one-half billion was spent on public education and education in the art of war. Is education then a national problem?

Above and beyond all other considerations a federal department is needed to give education the status, dignity, and influence that it should have in a great Christian democracy. It is needed to put the seal of the nation's approval upon the most important enterprise in which the people as a whole can engage. We can not consistently be a nation in every other collective interest and still remain forty-eight distinct and separate entities. The price that we have paid for our failure to have education adequately reflected in our national life has already been counted up in the heavy toll of illiteracy, limited literacy, health deficiencies, and alienism. National subvention to the states will do much to remedy the national weaknesses; but, taken by themselves, they will be an incomplete solution of the problem. To meet the final conditions there must be in our government a department of education, second in significance to no other department, with a chief who is subordinate in rank, prestige, and influence to no official less important than the president himself.

Therefore, honorable judges and most worthy opponents, I have proved to you that a reorganization of our educational practice is needed. My colleague will continue the proof by showing you that a department of education as proposed by the Curtis-Reed bill is the best solution of our problem.

—E. ALICE CLAYTOR.

## Second Affirmative



ONORABLE Judges, Most Worthy Opponents, Ladies and Gentlemen. My colleague has proven that, a reorganization of our national practice is needed.

I propose to continue the argument of the affirmative by showing that, A. National Department of Education as proposed by the Curtis-Reed bill is the best solution of our problem.

The problem will be discussed from a national viewpoint.

1. One of the greatest problems confronting the state is that of collecting and testing out the best methods of conduct for education. In the past this has been worked out through experimentation and experience costly to both state and individual. Charles R. Man, director of the American Council on Education, said, "The task of collecting, classifying, and testing all the information that is needed is too large for any state, local, or voluntary organization. Each individual group must be active in studying the facts of its own environment. But the significant facts of local life must be united in a national picture which by comparing trends and tendencies can obtain the best methods and distribute them to the people of the city and mountains alike.

2. A composite view of our problem may be obtained through federal research. By conducting investigations which state and local school officials are demanding, education can be made less a guesswork and more an intelligent procedure.

The value of federal research has been clearly demonstrated in a number of important fields which have characteristics similar to those that mark education. It is logical to suppose that similar results would accrue to the schools from a well supported program of research conducted by a Department of Education.

Take the Department of Agriculture, for example. Through research it has discovered an anti-hog-cholera serum which saves farmers 7,500,000 hogs yearly; and the thickened edge on concrete roads, saving \$9,360,000 annually on the road construction bill.

Think of Pasteur's discoveries for preventing anthrax, silkworm disease, and chicken cholera, which added annually to France's wealth a sum equivalent to that lost in the entire war of 1870.

By combining the efforts of the present bureau of education with those of all the forty-eight states we will have an agency for scientific research in education far superior to any known heretofore in this country.

It is through research only that we may be confident of making progress in the development of our school systems. It is absurd to propose that we may not co-operate in such an important undertaking, because co-operation, in order to be most effective, must be carried on by a federal government agency.

It is fundamental that the public itself should provide an authoritative and adequate agency for research in the field of the most important of all public activities—that of education.

Adequate support for federal educational research will never be obtainable as long as it remains in the hands of a submerged section of a great department whose major interests are in other fields. Under present conditions it is hopeless to expect that the wholly inadequate appropriations for federal educational investigations made in the past will be significantly increased.

We need a new form of educational organization which may best be gained by establishing a department of education.

II. A Department of Education would promote efficiency and at the same time economy. Scientific investigations of a Department of Education would aid local officials in reducing educational waste and increasing school efficiency. To fear that the cost of education would be increased is the result of a lack of vision. Don't think economy consists in the one-sided saving of money. It is more economical to spend money wisely than to hoard it. We spend over \$2,000,000,000 annually for education. If through research the schools would be made only one per cent more efficient the saving would be \$20,000,000 yearly.

There are many ways by which enormous amounts could be saved. A million children fail to make their work each year. Research would without doubt reduce this heavy drain on the educational funds of the states.

In 1924 over \$382,000,000 was expended for sites and buildings of public elementary and secondary schools alone. The amount for instruction in most buildings varies from forty to sixty per cent. This means that these buildings yield only two-thirds of the return in educational efficiency that they should yield. A saving of \$19,000,000 would result if the amount spent for school sites and buildings were reduced only five per cent. Such a saving is not too much to expect when you consider the programs of building carried on by most small school systems. The maintenance of a building service by a Department of Education would

save millions of dollars yearly besides affording the country safer and more healthful buildings.

But finally efficiency will be realized through the co-ordination of the federal educational agencies. There are educational activities representing \$35,000,000 scattered among the different departments. The co-ordination of these would result in greater efficiency and effective service. This co-ordination is provided for in the bill in two ways.

First, there is provision for the co-ordination in a Department of Education of the independent educational activities of the federal government which may logically be brought together. The bill provides for the transfer of the Bureau of Education and the Federal Board for Vocational Education to the Department of Education with the provision that this Board shall operate as a division of the Department of Education and that the secretary of education shall be a member and ex-officio chairman of it. The bill also provides that the authority, powers, duties of the secretary of interior with relation to the Colombia Institution for the Deaf and Howard University be exercised and performed by the secretary of education.

Second, there is no provision for the co-ordination of federal activities not transferred to the Department of Education. A federal conference on education is created, which will consist of one representative from each federal department. This body will not report as a group to any one department, but each representative will report the findings of the federal conference to his own department for consideration and action. This plan has been tried out already by the Federal Council of Citizenship Training, and it worked wonderfully well. It has resulted in the co-ordination of certain work of the departments without interfering with their executive autonomy. It avoids duplication of effort. It has given a practical demonstration that this plan of co-operation among the executive departments actually works. It is applied to all federal educational work by the bill and is given the permanency and dignity of an enactment rather than that of an executive order.

### III. The proposed Department of Education is free from objectionable features.

1. The Department of Education carries no appropriations except for its own maintenance and upkeep. The millions of dollars provided for in former educational bills for distribution among the states is not included in the Curtis-Reed bill. It does not provide for the support of education in the states by the federal government but, on the other hand, offers certain services to be enjoyed without cost by all the public and private institutions alike.

2. It does not federalize education. Schools are in no danger of coming under federal control by providing a means by which the people may co-operate in learning the best ways to promote education in the nation. Dr. Payson Smith, Commissioner of Education for Massachusetts, said, "Any one who understands the first thing about American education knows that its whole trend is toward freedom for the individual child, teacher, school, and community.

Take the system of France, for example. It has an agency similar to that proposed by the Curtis-Reed bill. Education has never been federalized there, so why cultivate future fears? The coming generations will be as able to protect themselves as we are.

3. A Department of Education would not control education. There is nothing in the terms of the bill which would give the department of education any administrative control over the schools. The results of its research may be accepted or rejected according to the decision of the individual states. The influence of the Department of Education would be voluntary rather than compulsory.

The farmers are not controlled by the Department of Agriculture, just because this department conducts investigations of tremendous value when applied to farming processes. As a result of the work of this department the productivity of the farmers of the nation has been increased by millions of dollars yearly. Greater educational efficiency without control can similarly be affected by a Department of Education.

If the Department of Education would lead to federal control it would not be endorsed by most of the state commissioners of education and local officers because that would deprive them of their power. You can count on the fingers of one hand all the educational workers of the nation sufficiently important to have their name in Who's Who, who are opposed to the Curtis-Reed bill.

Therefore, Honorable Judges, we have proved to you that the Curtis-Reed bill now pending in the Congress of the United States should be enacted into law, since we have shown: the inequalities due to illiteracy; the inadequacy of our present bureau; that education is a national problem; best methods of education will be revealed through research; it would promote efficiency and economy by co-ordinating the present federal educational agencies; and that it is free from objectionable features, since it will not federalize, standardize, or control education.

Therefore, the Curtis-Reed bill should be enacted into law.

I thank you.

—ROBERT FLORY.

## Debate-First Negative



ONORABLE JUDGES, friends and most worthy opponents; the question for discussion at this time is, *Resolved*: That the Curtis-Reed Bill, now pending in the Congress of the U. S. for the establishment of a National Department of Education should be enacted into law.

If this bill were enacted, it would mean a reorganization of the various agencies engaged in education at Washington. There are four parts to the bill—

1. It creates a Department of Education with a member in the Presidents Cabinet.
2. It provides the consolidation in the new Department of Federal Agencies with education.
3. It provides adequate support of the Department for the conduct of research in education.
4. It provides for team work within the government by the establishment of an inter-department council of education to be made up of representatives from each of the executive departments.

Before proceeding with the argument, let us acknowledge the fact that our educational system is not yet perfect; that in some parts of the country, the school terms are so short that an effective school is impossible; that home conditions in some places are almost unbelievable and that the per cent of illiterate is alarming. These are conditions which call for improvement. They are defects which cannot be ignored.

But, it is missing the issue to think that the only remedy for these conditions is a National Department of Education with a member in the Presidents Cabinet.

It is true that the states have somewhat neglected education in the past, but it is only recently that the great educators themselves have realized conditions and taken a stand against them.

We admit that we were aware of some defects and just pushed them aside before this, but since our attitude toward the whole problem has changed, we have waked up and started to work.

This change has been a dynamic change, and we cannot expect any force, local, state or national to immediately readjust everything.

My colleague and I, shall prove the negative side of this question by the following issues—

1. A National Department of Education is unnecessary.
2. A National Department of Education is undesirable.
3. A National Department of Education is dangerous.
4. The present system furnishes the best plan for development.

I shall discuss the first two issues.

First, a National Department of Education is unnecessary, because the deficiencies that now exist are not necessarily due to our present system.

We acknowledged in preceeding statements that there are many illiterates in this country. But think a moment! Is this due only to our present educational system and its deficiencies?

Many of our illiterates are people from the backwoods. They are mountain folk who have very little chance to go to school. Oftentimes it is impossible for them to take advantage of the little chance they do have. The states are trying to help out these people, but even the Federal Government could not easily overcome some of these conditions.

The State, and not the Federal Government is building roads in these regions; local organizations and not national ones are improving civic, economic and saintary conditions and improvement in these lines will bring them to the front in civilization and state school work.

The immigrants have presented us with another problem. What could we expect concerning the per cent of illiteracy in this country when so many illiterates were entering each year.

Between 1896 and 1921, about 3,500,000 illiterate immigrants, mostly adults were admitted.

This was an unfortunate handicap and our present system is to be commended for its handling of the situation.

However, in 1917 immigration laws were so changed that immigrants must pass an illiteracy test. Therefore Honorable Judges, it is only a logical conclusion to say that this has played a large part in decreasing illiteracy.

For statistics show that illiteracy is on the decrease. In 1890, 13 per cent of the population of the U. S. were illiterate. In 1900 it had lowered to 10 per cent. In 1920 it was only 6 per cent.

The immigrants are still a problem I grant. When they get over here, they want to earn money. They begrudge the time it takes for their children to go to school. Sometimes they put themselves to a lot of trouble trying to keep their children in factories.

However, it is absurd to think that national control of education will help this immigration problem. Let the Federal Government correct this and then the states will care for their education.

The negro also has given us a problem in illiteracy.

When nearly 4,000,000 of them were turned out upon society it was a sad day for our country. Very few of them had been taught to read or write. They did not know how to care for themselves for they had not needed to do so. As a result, their children were brought up slavishly and shiftless and although conditions along this line steadily improve, still the effects of it can be seen. In 1920, there were in the following seven states, Alabama, Louisiana, Mississippi, North Carolina, South Carolina and Virginia, 1,321,766 illiterate negroes.

This department of education is unnecessary since we have a bureau which can perform all necessary functions.

At present, we have a bureau of education. Its work is to gather information. If this bureau has been lax in its work, it is because it does not have adequate funds. Give the bureau already created, money enough to work on and it will be able to carry on satisfactory work. If it then needs more power we can give it without endangering the power of the state.

The *Christian Science Monitor* of February 6, 1926 says, "Only \$222,800 is available for the actual educational work of the bureau in the present year. This would be increased under the Curtis-Reed bill to \$1,500,000.

Why not give the present bureau this increase and let it have the chance? The necessary research could then be called on.

The *Dispatch*, Erie Pennsylvania, March 1, 1926 said—"Research in educational methods can be made without the cumbersome machinery of a separate Federal Department and the states should be left to develop their schools in accordance with their own stage of growth without federal interference."

The new Practical Reference Library says—"In 1867 a National Bureau of Education was established and made an office in the Department of the Interior. The Bureau is in charge of the United States Commissioners of Education, who collects educational statistics and disseminates a large amount of valuable information through his reports and through circulars. The work of the Bureau is advisory but it has rendered important service in securing more uniform systems of education in the different states and also in giving valuable information on methods of school management and instruction."

Second. A National Department of Education is undesirable for it makes for an indifferent public. If a strong healthy person allows his arm to be put into a sling for an extended period, he will find that upon giving it freedom again, it cannot perform the feats which it could formerly perform with ease.

The same principle applies here. If we remove the responsibility from the people they will become unable to assume responsibility and incapable of doing things. They will think that if the Federal Government has the power and money, that they can just go ahead and do it all.

Again, this plan is undesirable because a personal adviser to the President would merely act as a wedge.

The cabinet is not a representative body. Its members are personal advisers of the President. Why should we have somebody in the cabinet to advise him concerning education unless he is to act as a wedge, to make way for greater things?

This bill, it seems does not say everything in a straight-forward manner. There are certain changes which have been advocated for education for a number of years. It seems hardly probable that the proponents of these bills will suddenly turn around and ask for something else unless they think that it is a means to an end.

Dr. John K. Norton, director of research for the N. E. A. stated that he thought that Federal aid would come inevitably but that it is in no wise involved in this measure. Thus he admits that he thinks this money will follow.

The *News*, Providence, Rhode Island, March 11, 1926, said, "The Curtis-Reed Bill, now before Congress is, in our opinion one of the most dishonest pieces of legislation ever introduced there. Its ostensible purpose is not its real purpose. Its ostensible purpose is to set up a National Educational Department which would merely give advice to all educational forces in America. Its real purpose is to set up Federal control of schools."

And now Honorable Judges, how is the public to tell just how much has been written between the lines or added with an invisible post script?

Let us therefore not do anything rash. Hasty remedies do not always prove successful. Our present system is to be congratulated. We must spend our efforts giving it support.

—KATHERINE V. MILLER.

## Second Negative



R. CHAIRMAN, Honorable Judges, Most Worthy Opponents, Ladies, and Gentlemen: The question for discussion has already been stated and explained, and I shall not do so again. My colleague has already proved the first two issues and I shall prove the last two. First, it is dangerous. Second, the present system furnishes best plan for the development of our country.

This bill is dangerous in the first place because it means centralization. Centralization means the act or process of bringing to one chief or middle point; the act of bringing all local government under one principle government. We are not discussing local and federal government, but we are discussing local and federal education. Under the proposed system the Department of Education would center around the Secretary. This would necessarily mean centralization when the power is brought to one chief or central point in the person of the Secretary of Education.

There is danger in centralizing education because it would mean making this a political system rather than educational. It would place politicians in the place where the best men of the country should be. It would mean that all the schools in the United States would be under the same control. These are just a few of the dangers which would develop. The *Times*, Toledo, Ohio, says, "Do the people of the United States want politicians and job-holders at Washington to tell them how to organize and run their own schools, choose their teachers, and dictate their course of study? Do they want another Federal Agency meddling in their community life? Do they want every public school in the land patterned after one model and that model sculptured in Washington and resculptured every time Washington takes a fancy?" The *Register*, Warren, Minn., says, "Next to the home and the church there is nothing so near to the average individual as the public school. If there is any public institution that should be managed locally it is the common school. Under Federal control and management there would be the same median rule for schools in Minnesota as for schools in Alaska, Georgia, California, Maine, and Virginia, no account being made at all of local conditions, financial, climatic, industrial, racial, or what not. For goodness sake, what is the matter with our lawyers that they should be so determined to place control of strictly local matters so far away from the people they directly concern?" Why is it? Why do the people want danger? Why do they bring it so close? Let it go. Keep local matters in the hand of local officials and continue to ward off this danger of centralization.

Again we find this bill is dangerous because, suggestibility and dictation, or Federal control, may result in the wrong kind of educational doctrines.

In Germany we had before the war, a most excellent example of a centralized form of education through which the wrong kind of educational doctrines were used. All the children thought it would be a glorious experience to die for one's country. Germany had centralized her system. All over her territory were her children taught this. Then came the war for which they had been preparing. They were ready to fight. They did fight. This was a result of a centralized system which dictated a wrong kind of educational doctrine. Why can't we take a lesson from Germany and let the State take care of its local schools.

But, honorable judges, we do not need to go to a foreign country for an example. This Department of Education is to be on a par with the other departments. Let us see what happened to the Department of Agriculture. The secretary was supposed to supply information to the farmers which would help them. What did he do? He issued regulations as to how the people should act in the National Forest, he limited the rights of cattlemen to grazing lands, and he forbid people to import flower bulbs they could not get anywhere else. Since so much power was placed in this department after its creation, why would not the Department of Education be the same? It is to be on a par with the Department of Agriculture. If we do not want them to control and dictate any policy which they might choose, why create him?

Again this policy is dangerous because; it deprives the state of its initiative.

Our educational system has something unique among the nations of the earth. At Washington we have a bureau which gathers in and distributes information of general interest. But our states have the authority for the control and direction of our public schools and for setting of standards to which all the schools within the state shall conform. Do we want to throw over that unique arrangement in a matter that concerns every family most vitally? For be sure that once we set up a national educational machine it will grind out as nearly as possible a uniform product. The United States shall undoubtedly have the same experience as other nations such as Germany, France, and Russia have had.

The *Press Guardian*, Patterson, N. Y. says, "American standardization has already gone so far that it is a check upon the individual initiative and freedom of development along usual lines. It begins in the public schools and goes straight toward the production of a people not only glued to the same fashions and customs but even thinking the same thoughts, or at least giving expression to the same current ideas—with the result that the average American is so close a copy of 99 per cent of his countrymen that he may almost be described as a machine made product." This has gone far enough. Let us see that a better opportunity for standardization is not given.

The State has made a study of its own particular problems and has been working to solve them. Since the State has made a study of its problems it certainly knows better how to solve them than a Federal Government which has not studied them.

Since this bill means control by the Federal Government would it not take the initiative away from the states which they have had so long and not misused. Dr. S. P. Capen, Secretary of the American Council of Education, says, "While the control of education is still admitted to be the function of the States, and not of the Federal Government, one measure after another has found its way on to the statute books which tend to break down the integrity of this theory. By accretion, we are getting a nationalized system of education, more and more influential, if not actually controlled, by the Federal Government. If we are not on our guard we will find ourselves in a position where not only the character of our educational processes, but immediate authority over them, and control of the means of their support, will be unsurped by the Federal Government and put into the hands of some bureau at Washington, conducted by men who neither understand nor appreciate the necessity of the human element in education and educational machinery. Indeed, it is impossible for bureaucratic administration to recognize the influence of the human element. It must work by rule, in a machine-like way. For that reason there are greater dangers in permitting the control of education to pass into bureaucratic hands than of almost any other department of our life."

Therefore I have proved that this policy is dangerous because it means centralization, suggestibility and dictation, or Federal control, may result in the wrong kind of educational doctrines, and it deprives the states of their initiative.

Second, the present system furnishes the best plan for the development of our country.

If we study the history of education in the United States we see that it is only an infant. In the North the public school system began at an earlier date than in the South. The southern people were to a great extent rich planters who looked down on and shunned the public schools. So thus the public schools did not come into prominence until after the Civil War. The state department encouraged the system, studied it, and developed it rapidly. As a result the public schools began to flourish until they have them in every community now. W. A. Jessup, President of University of Iowa, says, "Future educational historians will note the years through which we are just passing and divert attention to the really marvelous progress that is being made in education since the war. And to what has this been due? Not to colscive policies but to the wide-spread response of leaders, to the import of facts relative to illiteracy, facts relative to the need of a trained electorate. These facts, revealed by the war, came with something of a shock, but the response has been dazzling. An aroused public has brought better curricula, better buildings and equipment, and better instruction." So we see that our educational system may have been defective before the war but it has improved very rapidly since.

Not only has our system been working hard and succeeding in getting better but it has kept education out of the clutch of the political machine. There is to be a Secretary in the President's Cabinet under the proposed system—Statistics show that the average length of term of a cabinet member is two years and eight months. One person would hold this position for a while. He would have some idea that he wanted worked out. About the time that this idea was well under way another man would probably take his place. He would thus have an entirely different idea and be against the other man's policy and call a halt on it.

Under the system we have now illiteracy is decreasing, schools are getting better and our education is not influenced by politics. Certainly our system is better.

Therefore, honorable judges, we have proved that the Curtis-Reed Bill should not be adopted because:

- I. A National Department of Education is unnecessary for:
  - A. The deficiencies that now exist are not necessarily due to the present system.
  - B. The present system is proving satisfactory.
  - C. We have a bureau which can perform all necessary national functions.
- II. A National Department of Education is undesirable since:
  - A. It will make for an indifferent public.
  - B. A personal adviser to the President would merely act as a wedge.
- III. A National Department of Education is dangerous.
- IV. The present system furnishes the best plan for the development of our country.

—DOROTHY MILLER.

## Home and Country



ONE OF the most touching stories in American Literature tells us about a man who spoke of his country with sneers and insults, that he was forbidden ever to set foot on American soil. He became a wanderer and saw men from other countries look upon their homes with pride and affection, and how his country men loved America even better than their own country: He became known as a man without a country..

When his hour of death came he wrote words something like this as a warning to Americans—If you are ever tempted to say anything that will put a bar between you and your country, pray God to take you to his heaven that instant.

Stick by your country, forget your own life, always think and always talk about your home and country.

“Country!” “Boy stand by her as you would your mother, and never have another thought but of serving her and praying God to bless her. Remember you belong to her the same as you belong to your mother.”

This was the dying message of a man without a country and this is a message to us.

When we go to war we expect all men to answer to the call of patriotism. It is easy to be on guard when an armed enemy is near, but it is not easy to be on guard when the enemy is hidden and the guns are silent.

We are subject not only to the government of our state, but also to the government of our nation. To each of them we owe loyalty and obedience, for each promotes our safety, peace, and happiness. “Could we be happy working in our nation” if we were not happy in our homes.

It is of the utmost importance for each of us to realize that we have a personal part in the scheme of government. All the branches of our government belong to us. Our forefathers created them and we have preserved them. Whether our government in our community, our state, our nation, is good and effective or bad and ineffective depends wholly upon us. It is for this reason that we should understand why our government is established. Let each of us bear in mind that our government will not run itself.

In our country there are two kinds of citizens, the bad citizen, and the good citizen. The bad citizen has no love for home and festivals, a good citizen is a lover of home and native soil, a lover of Thanksgiving, Independence, and Christmas. These festivals bind men more closely together,

make them one and join them to their native land. But there are many bad citizens, enemies of America, who seek to destroy these influences which lead men to work together and make our community a better place in which to live.

The bad citizen has no interest in the founding of our nation, and the story of our flag and its defenders. "We all remember how mother used to tell us stories about when she was young." Didn't this make us love her more? The same is the story of our country when it was young, how George Washington showed what kind of man he was, and how Abraham Lincoln strived to be the leader of men. The bad citizen only laughs because he thinks America is a free country. The one who thinks only of his own good and his own freedom is an enemy to America.

We see that in medieval times the people had no part in the government unless born into a high class of society. But our country was founded with a different idea. We worked together to drive away the hostile Indians, conquer the wild animals, plant crops, and make our lives happy. In this coöperation in government we find the spirit of Democracy. This spirit has made America what she is today.

We boy's and girl's of America, her defenders, her guards, and in years to come must watch by our arms. These arms belong to our heart and mind, the love of home, the inheritance of freedom, and the willingness to work with others.

"To defend home and country by being good citizens," is our mission in life. It is more important than a successful career, or even personal happiness. It is clear that the lives of all of us are made a great deal happier because we communicate with our country. Both our career and happiness depends wholly upon the way in which we boys' and girls' of America keep faith with home and country.

—MILDRED BAKER.

## Our Modern Emancipator



HE EMANCIPATOR has always been considered a benefactor of the race. Moses, Garibaldi, Abraham Lincoln, and other great men have won the love and esteem of mankind as they upheld the cause of oppressed peoples and led them into freedom and independence.

Deliverance from the oppression of a stronger race is a just cause for rejoicing and thanksgiving and those who have led in these movements deserve all the honor which has been bestowed upon them. Along with this struggle for political and social freedom there has gone another great movement which has received too little recognition. The progress of knowledge and invention has led us into a new life of independence with almost unlimited possibilities of service and happiness.

The history of this movement is even more glorious than that of military expeditions and warfare. The struggle of Socrates and Plato for knowledge, rivals in its glory any other period in human history. The Age of Pericles established standards in art and literature which remain today unexcelled. The next 2,000 years represent little advance in knowledge and science but the intellectual life of that period resembles greatly the intellectual life of today.

The thirteenth century introduced a new era in human progress. The invention of gunpowder followed by the discovery of America, the reformation under Martin Luther, and finally the invention of the printing press stimulated thought and added to human knowledge. All this paved the way for a still greater advance in knowledge. There followed in the path of this movement the discovery of steam. The practical application of steam meant a revolution in human history. Machines were no longer operated by hand but by steam power. The small ships used in ocean voyages no longer depended on the wind for their power. The horse-drawn vehicles were gradually replaced by locomotives driven by steam. Following the introduction of steam power another force of even greater importance was discovered. Benjamin Franklin began a series of simple experiments which finally gave to the world the power of electricity. The discovery of this force ushered in another new age in the history of human civilization. Following hard upon the age of electricity there came the invention of the gasoline engine and the discovery of radio-activity. The last of these forces is in its infancy and we have scarcely dreamed of its possibilities.

This great movement of science and invention has given us a knowledge and power over nature which no other age has ever enjoyed. The race has been truly liberated from ignorance and fear, from drudgery and hardship and from disease and early death.

The advance of the health of the race in the past ninety years has been due largely to science. Professor Pasteur's discoveries including his method of pasteurizing milk has added beyond imagination to the health of the world. It has been estimated that Professor Joseph Lister has saved more lives by his contribu-

tion to surgery than all the wars of the nineteenth century have sacrificed. The invention of methods of artificial respiration by Professor E. A. Schafer has saved many lives. With the advance of knowledge we have conquered smallpox, yellow fever, diphtheria, and other diseases which at one time destroyed thousands of human lives annually. Someone has said, "The cruelest punishment of all times was that of the galley slave, chained to his oar, beaten to his task, and hounded to his death." No single organization or individual was responsible for the freeing of these slaves. They were freed by a host of inventors and engineers who through the centuries have liberated men and women from drudgery, and have given them time for recreation and self-improvement. For example, the electric washing machine bears a heavy burden which formerly rested upon the mothers of the land. The electric light has brightened and cheered our homes and abolished the dangerous and unsatisfactory oil lamps. The modern telephone has spanned the miles and days which used to separate neighbor from neighbor.

There has also been a marvelous increase in the wealth of the world in the last fifty years. In 1850 the wealth of the United States alone was estimated at seven billion dollars. It is now estimated at four hundred billion dollars showing that in three-quarters of a century our wealth has multiplied fifty-seven times. This vast increase in our national wealth is to be credited in a large measure to science and invention. The increased fertility of the soil of the American farms has been due largely to scientific discoveries. We have learned how to keep up the fertility of the soil through rotation of crops. The science of chemistry has taught us what elements are in the soil and with this knowledge we have been able to add to the soil the substances which are lacking. The dust from the cement kilns in California damaged the oranges. It was decided that the kilns should be closed but science provided a way. By Doctor Cottrell's invention the dust was precipitated and potash taken from it. The potash was used as an aid instead of a destroyer. Scraps of thin steel, wastes of automobile factories, were sold for junk at \$4.00 a ton. Again science provided a way for saving. Doctor C. E. Williams invented an electrical process for making synthetic gray iron from these scraps. The gray iron sold at \$75.00 a ton and is used for making castings in the factories. These are but a few instances of the application of our scientific knowledge to the problems of industry. Similar illustrations could be named from the field of transportation and communication, from every department of engineering, from surgery and medicine as well as from the practical every day life of our people. It has been estimated that through our electrical appliances there are the equivalent of twenty slaves serving every man, woman, and child in the United States. The drudgery and hardship of our life is borne by muscles of steel instead of human flesh.

In a very true sense, therefore, modern science is a great liberator of mankind. The prophecy of the great Master teaches, "Ye shall know the truth and the truth shall make you free," has come to pass before our eyes. Let us here resolve that the knowledge and power which we possess shall be dedicated to the cause of human happiness and human welfare.

—PAUL BOWMAN.



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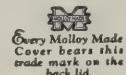
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